

Cammeraygal High School

Empowered to Achieve



01 PRINCIPAL'S REPORT

MESSAGE FROM THE PRINCIPAL

Dear Parents/Caregivers,

In this special edition of the CHS newsletter, we are very pleased to present our celebration of student learning during the remote learning phase over the past 7 weeks. As challenging as this phase was for all of us, these examples of student work demonstrate the interests, abilities and great creativity of our student body. They highlight the talents and insights of our students on some very challenging tasks they were presented with by their teachers. As you will see they were more than up to the challenge!

Congratulations to all students for the work you have achieved during this time and we are all looking forward to having you back at school on Monday.

Please enjoy the following work samples during remote learning from different KLAs around the school

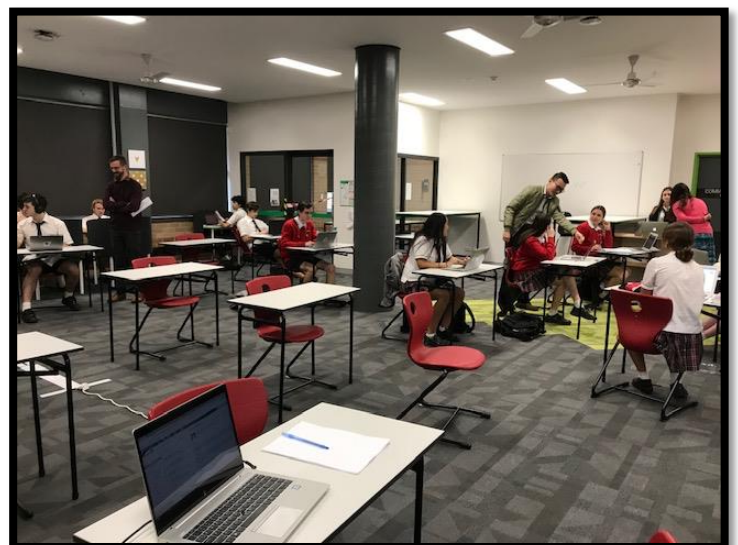
**Cammeraygal High School,
One School, 2 spaces, same purpose'.**

Regards
K Melky

CALENDAR

TERM 3 - UPCOMING EVENTS

Tues 9 th June	YR11 Parent Teacher zoom
Mon 29 th June	YR7 Parent Teacher zoom
Thurs 2 nd July	YR 8 & 9 Parent Teacher zoom
Thurs 23 rd July	YR 10 Parent Teacher zoom



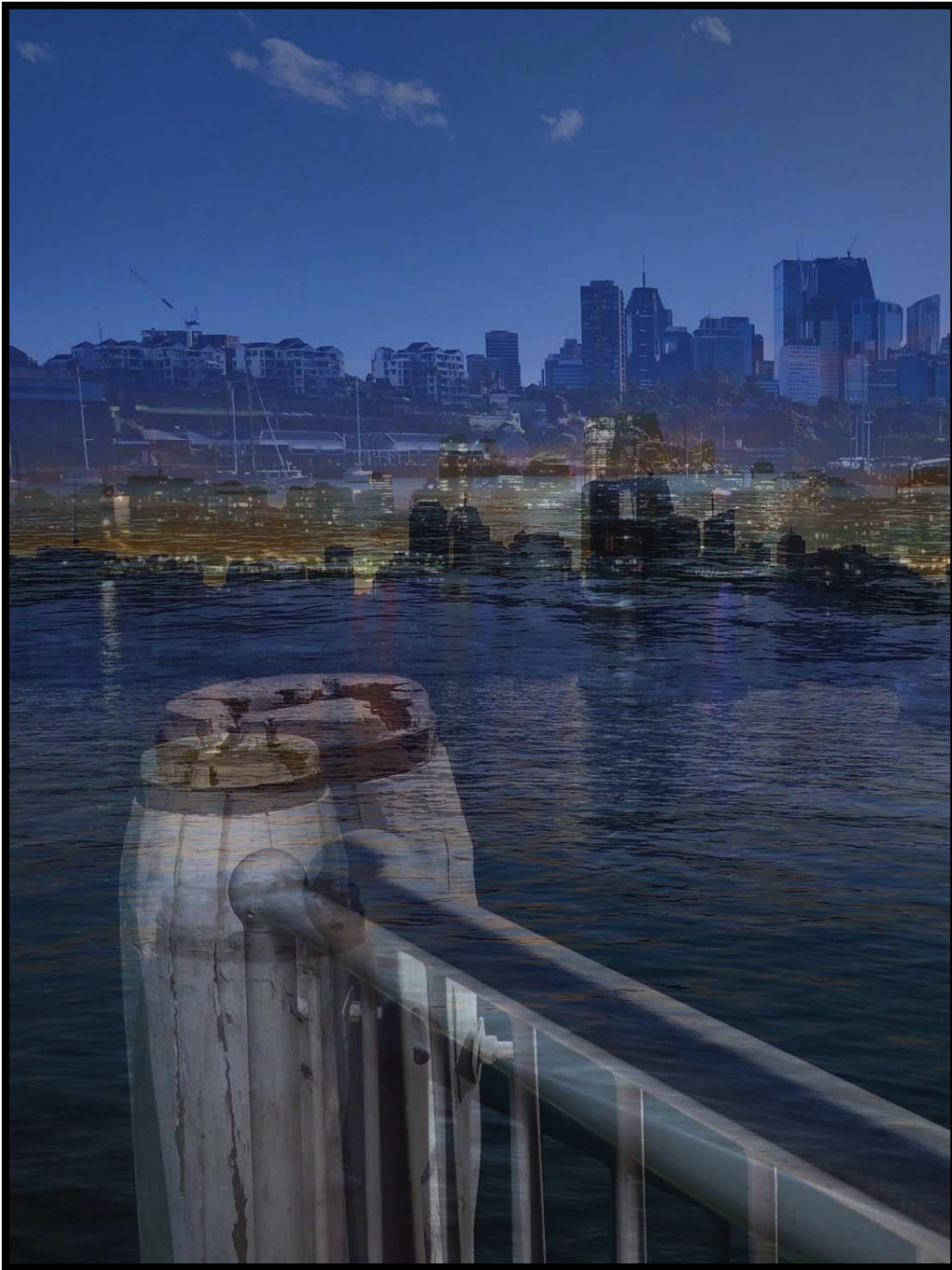
Phase 1: Teachers visit Year 11 and answer student questions in the library.

Faculty News

CAPA

Year 10 Photography and Digital Media

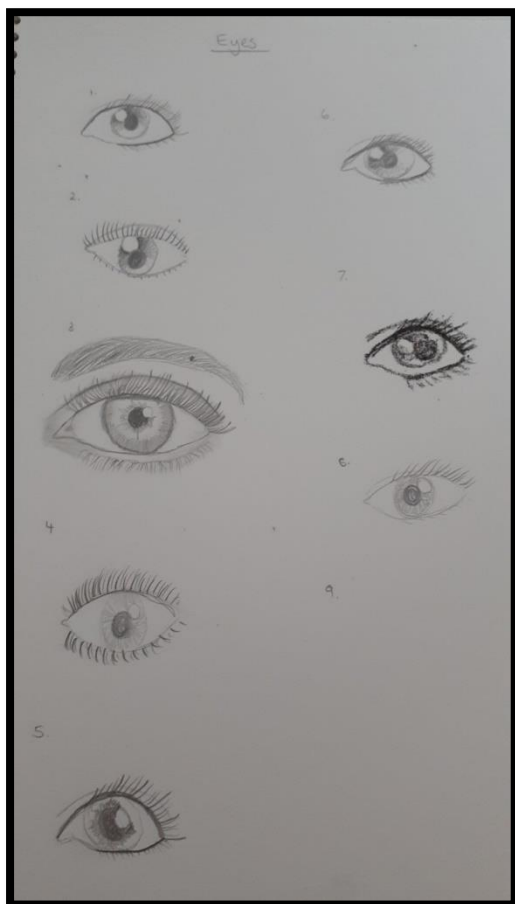
This piece is an example of the Multiple Exposure work from the remote learning matrix. Three photos of the same view at different times or in different light were overlaid and manipulated using Photoshop.



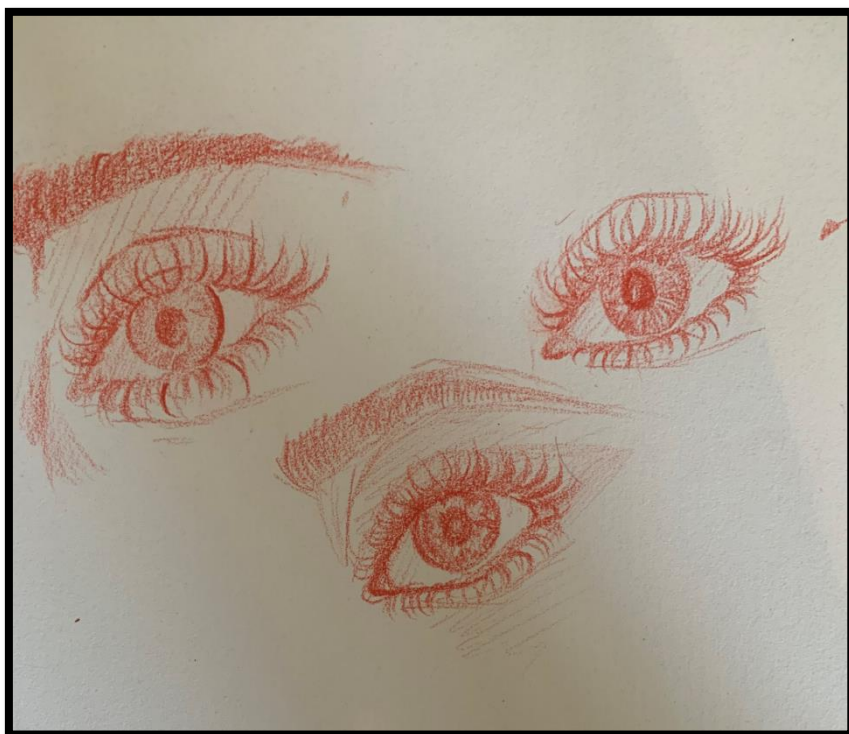
Angelique D

Year 7 Visual Arts

Year 7 have been working on developing their drawing skills during the remote learning phase. The two works have a focus on eyes.



Teigan N



Jessica J

Year 9 Philosophy Task

Students were asked to compose two pieces of ficto-criticism for Year 9 Philosophy. Using the voice of one philosopher they put forward their understanding of "the good life". This view was then critiqued by another fictional philosopher. Students' developed their higher order thinking skills through this challenging task that valued a range of approaches.

Mia B: Within my writing, I strived to convey an alternate perspective towards 'The Good Life'. Throughout it, I found inspiration from philosophers such as Albert Camus. I then adapted my understanding into both a for and an against argument. I hope to convey this perspective in a manner that lets readers think and construct their definition of a Good Life.

The Only Good Life

After much pondering and debate with my peers, I have found myself faced with what I finally believe to be a fitting argument to the Good Life philosophical debate.

The Good Life theory provides many philosophers with set regulations and habits on how to live their lives. Many dedicate their lives and contribute countless efforts in pursuit of a valuable good lifestyle. These ideals and regulations become relevant and essential to everyday decisions and their mindset.

This evening, I sought out guidance and information to construct a valuable life. My view on the argument is that to achieve a supposed 'good life' one must be aware of the lack of meaning within their life and continue to live regardless. That one must come to accept and realise the helpless state of their existence and simply move on knowing this. This philosophy revolves around a mindset rather than set rules to this supposed good life.

Many philosophers take their views at face value and try to optimize all of their decisions to their philosophy. Utilitarians focus on consequentialism and determining right and wrong. Deontologists focus on the action's value rather than the consequence. Hedonists focus on achieving the most amount of happiness possible. However, a good life can be achieved by a form of epiphany and a gradual acceptance of said epiphany.

The following considerations provide insight into my argument further examining and dissecting my point but overall providing increased meaning and justification.

The meaning of life is often a discussed point in philosophy. The aspect of creating one's value of their life or the aspect of predetermination of said value has become a pinnacle aspect of existentialism and contemplation. The good life argument from my understanding revolves around living a valuable life, for the most part, however, I'd like to argue that being aware of the lack of value in life is far more valuable than seeking content in the hope of creating value.

Sisyphus is an important person of Greek mythology that links to my argument. Sisyphus' story tells of how after his deviant-like behaviour he was forced to repeat the same circumstance of events over and over again as a form of

punishment to his defiance. Zeus punished him by making him roll a large boulder up to the top of a hill, watching it roll down, and then starting again, over and over again.

Albert Camus is a famous Algerian-French philosopher of the 20th century who touched on Sisyphus' situation. Albert Camus believed that Sisyphus as long as he is aware that there is nothing more to his life than this simple task could achieve happiness in his cycle and value. This argument is plausible and considers a similar mentality to mine and proves that value can come from the awareness of the lack of meaning within life.

By accepting and continuing to push the boulder knowledgeable of the meaningless life lived, you are freed by the expectations and stress of value in your life. You stop searching for what could never reveal itself and by doing so you find said value. This view may be considered a nihilistic approach under the definition of believing that life is meaningless but as long as you continue to live after this abrupt realisation you may live the desired good life.

Aristippus says that the end goal to life (of which people should strive for) is to find pleasure. Aristippus is a hedonist in which all of his decisions revolve around the most pleasurable outcome however this argument is deeply flawed. The following thought experiment will prove that this is not an ideal way to seek value in life.

By dedicating every decision or every major decision to the consequence with the most pleasure not only are you restricting yourself and your options providing stress and anxiety to said decisions but also inflicting those surrounding you with your decisions. What this means is that the decision may pleasure oneself but it may also cause distraught to those surrounding. This outcome can often be less pleasurable due to the science behind the benefit of giving rather than taking. Due to these unknowing consequences, there is no truly possible way to live a pleasurable and valuable life by these means.

Dedication to such methods to achieve a good life is destructive and ignorant behaviour. If one is simply to know the meaningless of their life they can find pleasure in the grim thought. That is the only way to create value healthily. All that's needed to ensure a good life is a consciousness of their state and an acceptance.

Trying to deny and escape this state taints morals and true values.

The mentioned thought processes ensure that this is the only way to live a good life. That the only goal and external 'end' is an acceptance of fate and contentment with it. To trust the process and live regardless of fate is the ultimate end goal.

Why 'The Only Good Life' is Incorrect

Attempting to be content with one's fate is a complicated requirement for living a good life. This report suggests that by justification, you could write off murderers or those who were tortured throughout their entire life as having 'good lives' purely by the fact that they were aware of their awful situation. This thought process provides no moral meaning or goal to life. One might as well live an awful life filled with hatred and envy but after one existential thought, they could have been considered to live a good life.

If living a good life is how to reach supposed heaven then this mindset would be such a low bar that almost everybody would make it to heaven thus lowering the honour of those who rightfully make it there and decreasing the promised value of heaven.

Alongside this, those unaccepting of fate but continuing to live anyways aren't properly defined as living a good or bad life. The report suggests that accepting fate is the only way to live a good life but it also suggests that continuing to live after the epiphany only provides a good life. If one were to supposedly continue living whilst denying fate, their quality of life remains undetermined due to the contradiction of definitions within this report.

This report also doesn't take into consideration that those who are utilitarians, deontologists, hedonists, etc could also be living by this mindset. That there is a possibility they could be using both means to live a valuable life which is a highly possible scenario. The report says that living by these rules is destructive behaviour and doesn't equal a good life outcome. This point is flawed when considering people's multiple or mixed approaches to life.

This report also lacks the discussion of predetermination. What if one's fate and acceptance of fate is chosen long before their life. Can one's quality of life change based on their life as opposed to predetermined fate?

Also lacking within this argument is the theory that it is up to others to determine whether someone has lived a good life. If one was to think they lived a good life but everybody else believed they lived an awful life which one is correct? What if others believed they hadn't become aware of their fate? Whose view determines whether a good life was lived?

These opposing arguments provide a logical analysis and counter-argument to this ideal good life philosophy.

Anya S: While doing this assessment task, my aim was to come up with some ethical decisions made daily to live a "good life" presented by a fictitious philosopher. After doing that, I wrote a shorter response challenging and questioning the ideas I presented earlier in order to trigger an internal debate. Oh... and I added 3 cricket references to keep the mood light!

Part A University Of London Graduation Speech

I am honoured to be with you today at your graduation from one of the finest universities in England. You are about to enter the real world. You are about to live life as you please, as an adult. I'm sure all of you want to live the best lives possible. Or just simply, to lead a good life. But "good life" is such a vague phrase. It doesn't have a clear definition. So listen closely, as I am about to tell what I think is, A Good Life.

My name is Duckworth Lewis and I have been a Sergeant in the military for over 25 years. However, today I won't be talking to you as Sergeant Lewis, I will talk to you as Duckworth, the man. 15 years ago, I listened to Steve Jobs deliver a speech at Stanford University. That speech has really made me wiser and has changed my views on the world, life and death. Steve Jobs asked himself a question every day and ever since I heard his speech, I've done the same. It's this: "If today were the last day of my life, would I want to do what I am about to do today?" Ask yourself this every morning and if the answer is "No" too many days in a row, then you need to change something.

Steve Jobs also mentioned that "death is the best invention of life." It's the one destination we all share. It's inevitable and that's the beauty of it. He says reminding yourself that you will die is

"the most important tool" because in the end, trivial things like pride, embarrassment, wealth and failure don't matter at all. They all fall away in the face of death, leaving only what's important. Additionally, remembering you're going to die is the best way to avoid the trap of thinking you have something to lose. You don't, which is why there's no reason not to follow your heart. I recommend you listen to this speech as you'll get so many valuable life lessons from it.

One philosopher who has strongly influenced my beliefs is 20th century existentialist, Albert Camus. The Frenchman said "your life is entirely in your hands" and I couldn't agree more. You and only you can choose how great you make your own life, and how much value you give to the things you do. The basic existentialist belief is that you are in complete control of your own life. So if you're unhappy, change it.

The thing that almost everyone fails to understand is that happiness and success are two different things. Many people spend their lives chasing fame and money, thinking it will make them happy. But for what? Only to buy material things to impress other people. Majority dream of living in huge mansions, owning 15 cars and wearing the latest designer clothes. But all this material stuff will not give anyone happiness. There is living proof of celebrities who have it all, athletes on top of the world and businessmen with billions of dollars who still aren't satisfied. It's because they're chasing something more. And that something is happiness.

I'm sure you're all wondering what brings happiness? If it's not money, fame and success, what is it? The answer is really quite simple. The joy is in doing the things you love surrounded by the people you love. Socrates once said, "The unexamined life is not worth living." So take a moment. Examine your lives. Are you doing what you love? Is your heart in it? Is it your passion? Are you spending enough time with the people you love?

A lot of your life is spent working. So follow your heart and do something you love. Don't worry about status. Going back to the existentialist message: "You choose how much value you give to the things you do." You could be lawyers, doctors, athletes, musicians, accountants, anything. You could even feed animals! Anything you do matters, provided you imbue it with value. And that will bring you happiness.

A lot of research has been done on what makes a happy life. A survey was recently conducted that asked a bunch of people on their deathbed if they were happy with the lives they'd lived. They were asked if they had any regrets and if they could relive their lives, what they would do differently. All of them, yes all of them said they would spend more time with their loved ones. Many of them had regrets that they'd made work their whole lives and didn't really enjoy the life they're living.

The message I got from this changed my life. Time. It's the one thing everyone thinks they have plenty of. The truth is, we don't. We all have a limited amount of time in this world and it's important to make the most of it. The aim is to be able to look back at your life when you're old, and to feel satisfied with it. Find joy in simple, everyday things. Just spending a moment in the sun on a Saturday morning can give you just as much happiness as signing a million dollar deal or breaking a world record. Give 100% value and effort in everything you do. Remember, you're in control. And spend time with those closest to you. Balance your life so they aren't neglected. In the end, they're the ones who wish the best for you and time is of the essence. It's not what you do but how you do it. It's all in the mind. For example, a person could be feeding the homeless, but feel gloomy because he won't get anything in return. But another person could be feeding the homeless and feel like the happiest person on Earth, just because he gave a hungry person a meal. It's amazing isn't it. The same situation could ruin a man's mood and make his day.

As you can see, all things considered, clearly the trappings of material life don't really make for stable happiness. A little pleasure here and there? Yes. Happiness? No. Putting it simple, happiness is an emotion. And like all emotions, it's driven by thought. For example, the thought: "He was rude to me." results in a negative emotion while the thought: "My parents love me a lot." results in a positive emotion. Something important to remember is that your thoughts control your feelings. It isn't a situation that makes you feel a certain way, it's your thoughts about that situation. If you could control what you think, you could be happy pretty much all the time. And a happy life is a good life.

Part B

News Reporter: After the video of Duckworth Lewis' "Good Life" graduation speech went viral, someone made it quite public that he disagreed with everything Duckworth said! Here with us now is the man behind it. Silius du Point, often known

as Silly Point (his friends say he does make a few). Let's see what he's got to say.

Silius du Point (Silly Point): Yes, thank you. First of all, who does Duckworth Lewis think he is? Who gave him the right to preach to us all about "A Good Life"? Can I just say, he's got it completely wrong. Duckworth mentions quite a few times that material things will not give us happiness. He said "driving 15 cars will not make anyone happy." Well, I find it's often those who don't have 15 cars who would say that. Why not material things? I think a sports car and a huge mansion would make me really happy. Frankly, I can't imagine anything I'd like more. It's what most people want. Who is he to say it won't make them happy?

Lewis stresses that people should do what they love. But what will we do when the world is full of useless people who do "what they love" instead of what needs to be done? The world is full of poverty, environmental problems and corruption. How are we going to save the world if everyone's busy "doing what they love"? I think this is a rather selfish point of view from Lewis. It's more about individual benefit than for the world.

Also, what if someone's loved ones are dead? Or they can't afford to do what they love? There definitely seems to be a flaw in Duckworth's plan. How could someone living in poverty meet all those guidelines? Just because of his place in society, can a poor person not live a good life? I think Duckworth Lewis should have titled his speech "A Moderately Good Life for Well Off People."

Thank you for your time today and hopefully you heed my words. For next time, if someone throws their philosophical baloney at you, don't be afraid to question it.

News Reporter: ... Well, that certainly gave us something to think about. Thank you for joining us Silly Point and thank you for listening. This is Miranda No-ball.

Josh H: When writing the ficto-criticism, I wanted to consider the anti-natalist viewpoint as we were studying David Benatar in class and I thought he raised some interesting points which were not often considered and went against lots of other philosophers' fundamentals. I was aiming to achieve a view I had never considered before and raise concerns not often heard. The

philosophies referenced were untraditional and towards the end my aim was to raise a point that contradicts some common ideologies and rethink aspects often defined, such as "what is good".

The Good Life – How can we live it in our everyday lives

What is good? Good can be seen as the least suffering or prevention/reduction of possible suffering as well as the most pleasure or joy. A good life would be a life that incorporates the least suffering and most pleasure. But this brings questions such as, Is an action to reduce suffering good because has it really reduced suffering that never happened? David Benatar a South African philosopher who is an anti-natalist, has a view that the absence of suffering is good even if there is no one who can experience the absence, but the absence of pleasure/good is only bad if there is a being that can experience the absence. Therefore preventing suffering even if it has never happened is still a good thing although the absence of the suffering cannot be experienced, although this does mean that the absence of pleasure isn't necessarily a bad thing as this state is neither suffering nor pleasure so it isn't simply bad or good.

David Benatar says "no life is good", this is justified by "the worst pain seems to be worse than the best pleasures are good". Since then no life is good is there a good life? There arises one problem if we say there is no good life, some people will object saying they have had a good life, Benatar has argued against this by saying humans have a tendency to be optimistic and aren't judging their suffering accurately making their life seem like a good one. Although this view can have reason in some situations suffering and pleasure are an individual thing and can only be evaluated by the individual, so an onlooker can't simply say that someone's life is bad because the individual might have a bias as everybody's perception of good and bad is unique. The individual could have thought they had a good life but to others it seems bad, or vice versa the individual might have, in their perspective, a bad life but others see it as good, this is simply individual views, maybe somebody would consider a life good whilst that person considers it bad, a jealousy towards others' lives is in place here and therefore everybody's life can be considered a good life as somebody considers it good.

There is a Greek Myth that Sisyphus who had done wrongdoing with death and other gods was condemned to rolling a boulder up a mountain but when he reached the top it would roll down and for all of eternity he was to repeat this cycle. French Philosopher Albert Camus famously said "We must imagine Sisyphus happy". Camus was an Existentialist which means that his view of the good life were individual to everybody and could only be evaluated by the individual as everybody's values are unique. This then helps interpret his claim of Sisyphus's happiness as a metaphor for saying everything is meaningless but anything can have meaning if you give it value/meaning. This view that anything can have meaning if you give it meaning/value makes a good life individual and able to be different amongst people as they can have different values and attach different values/meaning to things. Since you are in control of your life you can then change it to a life of less suffering, or since suffering is psychological, change the way you think about it. Another existentialist, Joanne Cillua, talks about how you spend most of your waking hours working, so you should find something that has meaning to you or gives you meaning, this ties back to how we are all pushing a boulder up a mountain but it can have purpose or meaning if we give it value and also how we can shape our perspectives of suffering and pleasure to change our perceptions of suffering or pleasure to experience more good, or bad.

Overall, a good life is individual as we all value different things and get pleasure out of different things, similarly some people like dogs and some like cats, the individual freedom to find your individual pleasure is what makes a good life. You can have anti-natalist views but that can be extreme pessimism, having the optimism to make your life good to you even if it isn't so good when others look at it from their perspective is a good life as it is good to the individual, there is no point living another person's good life as it mightn't be good to you. You can still believe life is meaningless, in the big picture, but attaching personal meaning to life provides pleasure and an escape from suffering which makes life, at a personal level, have a psychological sense of purpose. This ability to attach meaning and value to personal things give the world its collective definitions of what is suffering and pleasure but when looking at all the individual definitions of suffering and pleasure there could be and probably is an individual that finds some things one define as suffering, pleasurable which can

lead to a collective good life if nothing is ever entirely suffering.

Therefore the daily actions taken to achieve a good life should be having freedom to find your values and meaning which lead to a purpose or pleasure and reduction suffering so that you can push a boulder up a mountain or do whatever it is you are doing happily because it has meaning to you. As said by Socrates "The unexamined life is not worth living". This change of thought and search of meaning gives our life purpose and by searching through our lives we examine them to find pleasure or joy and change attitudes which help us live the good life. Not knowing what we consider good and bad is a hard way to find a good life, but if one has a perception of a good life through examination of life it is easier to achieve this freedom to achieve a good life.

Created 28/4/2020 by,
Prof. Johnathan Marcele
Professor at University of Valence, France

Criticism of The Good Life – How can we live it in our everyday lives

The view stated by Johnathan Marcele that the good life is individual may have reason to it, but one cannot just consider themselves when deciding a good life and their personal suffering or pleasure, instead they have to consider the impact of their live on others or animals and the environment, even the future events of an action should be part of a decision to formulate the actions that make up a good life. Somebody who has killed countless others but gets pleasure out of doing it cannot be considered to have a good life as the actions taken to achieve this are bad and completely outweigh the pleasure that justifies it being a good life. Instead, with mindfulness and consideration, a balance should be made for the good of what's around you and the effects on them as well as the individual pleasure.

Mr Marcele also states that the good life is based around the freedom to give things meaning and they can be meaningful if given value and inherently purpose. An individual's actions might give them meaning but it could not have any good effect on the overall community and could even be detrimental for society even if it gives the person meaning because they have attached value to it. If everybody was to attach meaning to things and find the freedom to make their life a good life society mightn't function. If you can

attach meaning to some things what is stopping the opposite happening and things given no meaning which could lead to a breakdown of society. Good and Bad are psychological concepts but they can't just be considered as a psychological state because the effect of this is felt in the physical world and in a reality that effects others, not just what's in the individuals mind. Simply making something good or bad with no reason other than changing the attitude about it to bring you pleasure is often bad for humans and ignoring moral good or bad or that at face value some things are meaningless doesn't change your life to a good life as nothing has

changed except your attitude which once considered the life bad. This view by Johnathon Marcele raises good questions and has some statements that I can agree with and see reason to, but overall I see his approach to the good life fundamentally flawed and not justifying a good life instead how to change our perception of a good life which is only making a bad life seem good.

Response on 29/4/2020 by,

Montansaz Jones
Student at Iowa State University, U.S.A

Year 7 ALP – Local History Project

Year 7 students researched an important aspect of local history. This could have been an historic event or a significant person from our local area. They then designed a monument celebrating or commemorating this aspect as well as providing a justification for the proposed location.

Eliza Davies and the First School on the Lower North Shore

by Lucy F

Eliza Davies created the Lower North Shore's first school in 1862 in Willoughby. Her work laid the foundation for the education we have today and gave kids the opportunity to have a better life.

She came from Scotland to Sydney in 1838. The explorer Charles Sturt became her guardian. She moved to Adelaide with him in April 1839 and nearly died of starvation on one of his expeditions in 1839. This experience fueled her desire to help others.

She came back to Sydney in 1841, escaping a violent marriage. Eliza became a governess, travelled the world with her employer and had some teaching experiences in America.

She returned to Sydney and went to the north shore in early 1862. The area was mainly bush and no buildings. The early settlers lived in rough huts. A member of the Bush Missionary Society described the area as 'so degenerate that no respectable person would work or stay there.' Another person described North Sydney as 'destitute and wicked' and 'people are so wicked, and the young people perishing for instruction, and plenty of wild children there'.

Eliza went on a long walk from Lavender Bay. When she was there, she hurt her foot and decided to stay the night. She saw that the local

settlers and their children needed help and by the next morning she had agreed to come back and help them set up a school.

She opened the Bethany Bush School on June 16th, 1862 in a two roomed hut. She taught 18 pupils in an evening class for older youths. It was a huge success. People everywhere were recognising how great it was too. Some examples of her recognition are:

Auditor-General William Lithgow gave her 2 acres of land for a school in an area of his estate, by December of that year.

After seeing Eliza's new school, NSW Governor Sir John Young said "You are a lady in a thousand to stay here by yourself, to do what no other lady could do, and what no gentleman would do."

By December 1862, Eliza Davies had the support of four leading citizens who sent an application to the National Education Board for Bethany Bush School to be an official school. It opened on 30th July, 1863 where Willoughby Public School is today.

Eliza noticed that after the children she was teaching got a proper education, they started

questioning their parents poor actions and decisions. Then they started to make better decisions for themselves.

Eliza knew education was really important and she did something about it. She gave the children of the lower north shore a chance to not follow the ways of their broken society, but to know how to make better choices and a better future for themselves. This is something the current children of the lower north shore shouldn't take for granted. Instead we need to recognise all that she has done for us and other future generations to come.

Monument Location

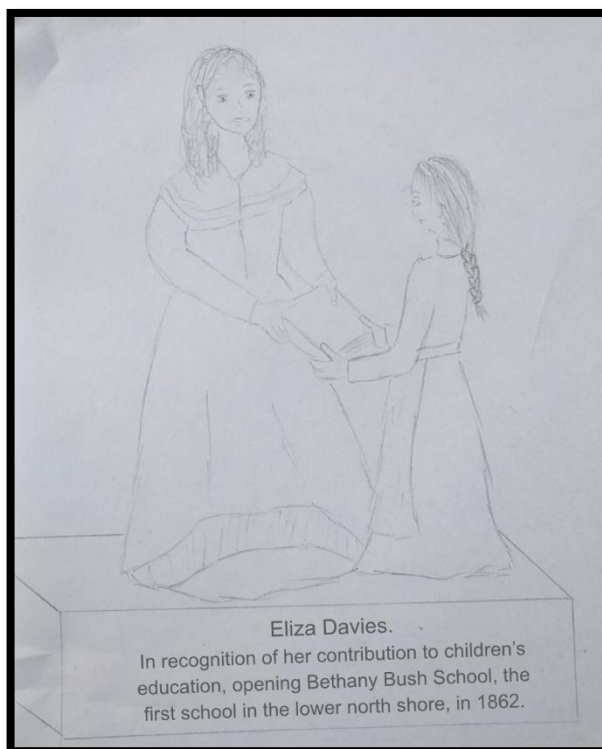
Willoughby Park is one of the bushiest parts of the lower north shore that still exists near the site of Eliza's original school. The monument will stand on the corner of McClelland St and Fourth Ave.

The bushy environment represents the type of setting where she started her school.

Both her school and this park were gifts from early settlers to be used by the community.

Willoughby Council has playground equipment in the park for children, even those with special needs. There is a connection between this and Eliza's vision of education for everybody.

This is the design of my monument to Eliza Davies.



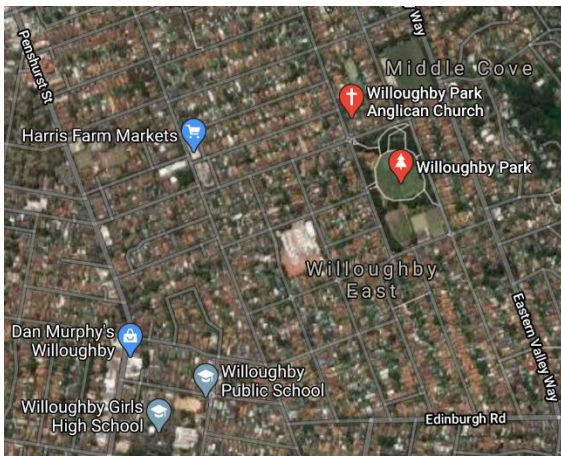
Willoughby Council also encourages public art that celebrates 'the people, places, events and stories that are important to the community'.

My design is a bronze statue of Eliza Davies with a girl in her early teens. Eliza is handing a book to this girl, representing the way she passed on knowledge and education. The girl is in simple, early settler's clothes. Eliza is in a Victorian-era dress. This shows the difference between them on the outside and how Eliza gave her the strength, on the inside, to have a better future.

There is already a bronze statue on the other corner of the park called "Daphne", by Gaye Porter, 2003. It's an abstract statue of a woman. My statue is life-like, not abstract, and would add a nice balance on the opposite corner of the park.

I have chosen bronze for my statue because it's weatherproof and won't rust or decay. It is easy to make the shape of the statue from something malleable and then coat it with bronze to protect it from the weather.

Eliza Davies has done so much for the children of the lower north shore. I am one of those children. It's time she is recognised for all she has done.



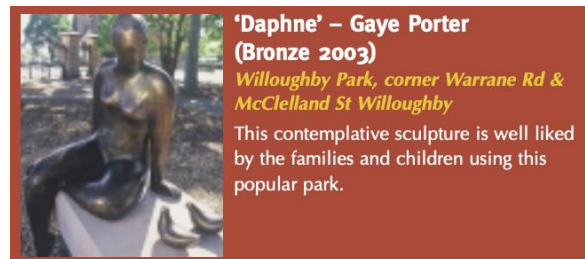
This map shows where Willoughby Park is in comparison to Willoughby Public School (the location of Eliza's original school).
(From Google Maps.)



This is a picture of where I want to put the monument from inside the park.
(From Google Maps.)



The red circle shows the corner of the park that I have chosen to put the monument in (From Google Maps.)



**'Daphne' – Gaye Porter
(Bronze 2003)**
Willoughby Park, corner Warrane Rd & McClelland St Willoughby
This contemplative sculpture is well liked by the families and children using this popular park.

This is the abstract monument that is in the opposite corner of the park.

Local Area History Awareness Project

by Hannah D

Section 1: Local History Report

The area of personal interest I have selected is the suburb of Crows Nest. In researching the area I have found that Crows Nest got its name from Edward Wollstonecraft who received a land grant from the government in 1821. He built a house on the land and named it 'Crows Nest' due to its elevated position, a reminder of the Crows Nest, a small space located near the top of the mast on a tall ship for one of the ship's crew to stand watch. In 1880 Edward Wollstonecraft built a more substantial house and named his farming estate Crows Nest House.

The land originally belonged to the Cammeraygal people of the Eora nation and while there are many references to the past European owners of the land in and around Crows Nest, eg streets named Alexander st, Albany st, Ernest St, Holtermann st after Edward

Wollstonecraft's friends and family and the neighbouring suburb named Wollstonecraft after Edward Wollstonecraft himself, there is little reference in the suburb Crows Nest to the Aboriginal clan, the Cammeraygal people who were the first custodians of the land. It is for this reason I have decided to design a monument that recognises, commemorates and celebrates the Cammeraygal people, the original custodians of the land.

The Cammeraygal people lived in the north west area of the harbour, suburbs that we now know as North Sydney, Wollstonecraft, Cammeray, Crows Nest, and Willoughby. The Cammeraygal tribe were known to be very strong, muscular and powerful, either from their numbers or the abilities of their chief. Their district was called Cammerra, the head of the tribe was named Cammerragal, by which name the men of that tribe were distinguished. It was clear that the tribe was very well respected by other tribes

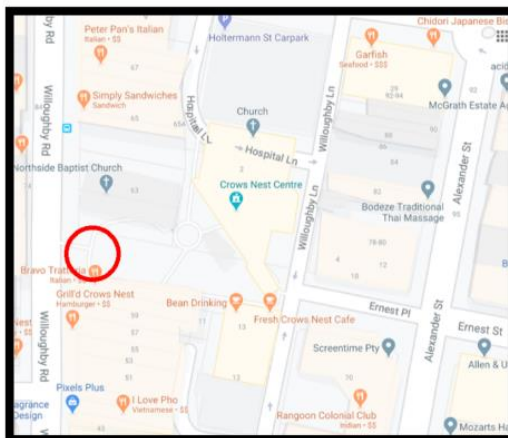
because they would perform male initiations for neighbouring tribes. The women played an important role in the tribe because they gathered the main food source which was fish. They were often seen in the harbour in canoes made from the bark of trees, with fishing lines they had made from bark fibres and hooks they had shaped from shell. They had fires lit on clay pads and often had children onboard as well. Barangaroo (the Barangaroo parkland in the city has been named after), was a notable woman and elder from the Cammeraygal clan.

Section 2: Geography Report

As a monument is meant to commemorate a notable person, people or event it should be located in a prominent place in the local community where it can be in frequent view of the community, reminding the community of the significant person, people or event. For this reason the grassy area of Ernest Place near

Willoughby Rd, located in Crows Nest would be an ideal location for my monument paying respect to the Cammeraygal people, the first custodians of the land. This area is a central part of the suburb of Crows Nest. This location is in a busy part of Willoughby Road. It has many shops, cafes and restaurants, business, as well as a church and a community centre bringing hundreds, perhaps thousands of people into the area each day. People are always seen using this space so it would be a great location to place a monument as it would be seen by the many people using this area. I have designed my monument to be interactive to draw interested people near. It will be a boat that children can sit in and will have accompanying information including audio recording so visitors to the area can learn some more information about the Cammeraygal people.

PROPOSED LOCATION OF MONUMENT



Map of proposed monument location: Ernest Place, near Willoughby Road, Crows Nest



Satellite view of proposed Monument location: Ernest Place, near Willoughby Rd, Crows Nest

Section 3: Monument Design

Mood board for designing monument:



Description of Monument:

My monument will be a statue to commemorate the Cammeraygal fisherwomen. It will consist of a boat with an Aboriginal woman who is fishing and a child sitting in it, there is a small fire in the middle of the boat. The statue will be made of metal for durability as it will be exposed to the weather. Metal will also be ideal to use for durability as the monument will be interactive. There will be space for people to climb in and out of the boat, to take photos and explore the monument. The woman on the boat represents the Aboriginal fisher women who went out fishing with small children and campfires so that once they had caught the fish they could cook the fish and eat it. There will be a plaque accompanying the statue which will have information to educate the public on the monument and allow them to learn a little more about the traditions of the Cammeraygal people. There will also be an audio recording where people can press a button and listen to more information. As the monument is intended to pay respect and show recognition that the Cammeraygal people were the first custodians of the land the local Aboriginal elders, and the Aboriginal Heritage Office will need to be consulted to ensure the monument information is accurate and respectful. Aboriginal artists should also be consulted in the design and creation process of the monument.

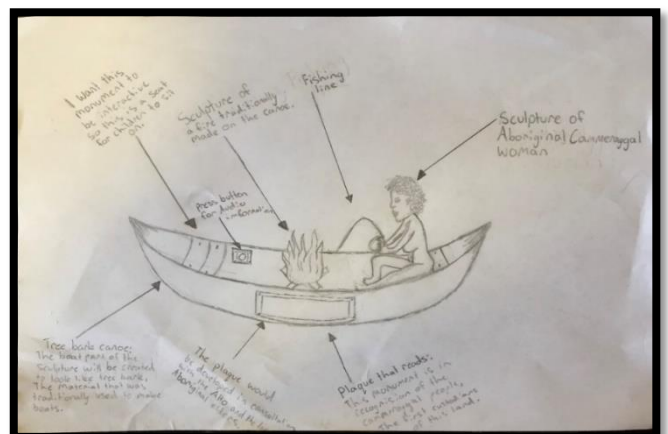


Diagram of Monument

Year 7 Music Rhythm Composition

Year 7 composed a short rhythm piece using the Noteflight software. Below are two outstanding samples.

7A Rhythm Assessment

Name: Kalista B

$\text{♩} = 120$

Rhythm

Rhythm

5

Rhythm

Rhythm

9

Rhythm

Rhythm

11

Rhythm

Rhythm

7Y Rhythm Assessment

Sophie C

Rhythm

Rhythm

5

Rhythm

Rhythm

9

Rhythm

Rhythm

Year 10 Music

Students worked together to compile a Spotify playlist of 'Songs that make us Happy'. This can be found at: *Yr 10 Music class 'Songs that make us happy' Spotify playlist* -

<https://open.spotify.com/playlist/7BdnLALe2WIPblw3W6yx8m?si=9Gw1mclCTM-mFwOiz4qliQ>

ENGLISH

English is a subject where students have a lot of opportunities to engage in class discussions and this term has given the English Faculty a chance to be innovative about the manner in which we engage in these discussions, particularly in a remote learning context. We have utilised technology to maintain these face-to-face discussions and our students have also expanded on their ability to communicate in written form. During Term 2 we have focused on a range of different texts and text types across our cohorts, but the one constant across all year groups is writing. Whether we have looked at Australian Poetry, Protest Poetry, Shakespeare, Zadie Smith or Samuel Beckett (to name but a few of the text types and composers we've studied), there has been an emphasis placed on the art and craft of writing across all year groups. Following is a selection of some of the recent work our students have produced in their English classes.

My Country

By Anna Y (Year 7)

I love Australia's beauty,
The dolphins as they swim,
Kangaroos in fields,
And the Koalas as they grin.

I love the starry sky,
The way it shines so bright,
And the cloudy gloom it makes
On a dark and stormy night.

I love the ocean and her waves,
A surfer's paradise,
And my heart wants nothing other than
A cool drink with some ice.

I love the scorching days,
The cooling kiss of night.
The fire and the pain,
The thunder clouds in sight.

I love the barren desert,
The humid forest rains,
The droughts and the flooding,
And the mighty hurricanes.

My Country

Hayden W (Year 7)

I love the shimmering sea of our country,
Which the setting sun sleeps on.
Blending into the blacks and blues,
Of the night sky.

I see the unique animals of our land,
That hop in the golden, glistening sunlight,
Slowly fading in with the browns and greens
Of the vast grass fields.

I feel miniscule compared to the massive city
structures,
Which almost float above the seas,
Lighting up as it sees moonlight
They watch they night sky with me.



My Country

Lucy F (Year 7)

I love Australia's beaches
The warm sand and crystal sea,
Towards me the water reaches,
This is the place I'm meant to be.

I love the seafood of this country
The rare taste that floods my mouth,
When I think of it I get hungry,
The food here cannot go south.

I love Australian holidays

The places like hidden gems,
Whether it's hiking or catching huge waves,
They're so incredible you'll never forget them.

I love Australia's diversity
Everyone you meet is unique,
Each person's story could go on for eternity,
Not a single Australian is bleak.

I love the sense of community
You can name everyone you see,
You have grown up with them like they're family,
These are some great things about being an
Aussie.

**The Roots of Humanity – a poem inspired by
the writings of Jean Jacques Rousseau and
Edmund Burke -Angelique M (Year 9)**

The chants and protests for freedom
The fire set to buildings and homes
The angry mobs killing all in their sight
The terror and fear creeping through the night

The tragic deaths of all around us
The smoky air choking all that walk past
The dread of night time approaching
The tears of all those mourning

The chaos that stops people from walking the
streets
The heads being chopped off in front of those
who weep
The dreams about liberty slowly disappearing
The battle for equality slowly losing its meaning

The beauty of nature fades
The end of civilization approaches
The rapid gunshots have been heard
The cries of the people still concerned

The violence has changed us all
The bonds between us no longer like before
The battle for survival not won by many
The hatred and fear so unordinary

The blood stained flags being paraded down the
road
The city being ruled by panic and terror
The basic urges to fight until the end
The tragic goodbye we all try to suspend

The bitter betrayal from father to son
The lengths we would take to live another day
The security of sanctuary and survival
The reason we turn our friends into rivals

The way we act when life falls apart
The way our true colours escape
The way we won't give up until we drop
And would do anything to come out on top

Us humans born selfish and hungry for
triumph
Like vultures waiting for their prey
We breed at virtue and sin and feed on envy and
greed
The darkness in our souls, an infectious
disease



We weren't taught these ways, to harm and fight
alone

It is nature's way, but not forever in our blood
As we grow older and live for what is more
We no longer feel alone, no longer feel sore

The selfishness and burning pain of hunger will
diminish
And a strong, kind-hearted human will grow
We will no longer be the self-centered creatures
seeking survival
But the brave, beautiful and dependable angel

Our heart, so pure and forgiving
With goals and dreams and innocence
The eternal flame that sparks a fire in our eyes
A gift that took so long to recognize

But that flame won't burn forever, a gust of wind
will blow it out
An end to all that matters must come
As the world around us falls apart
the loved ones we used to know, now lost
forever in our heart

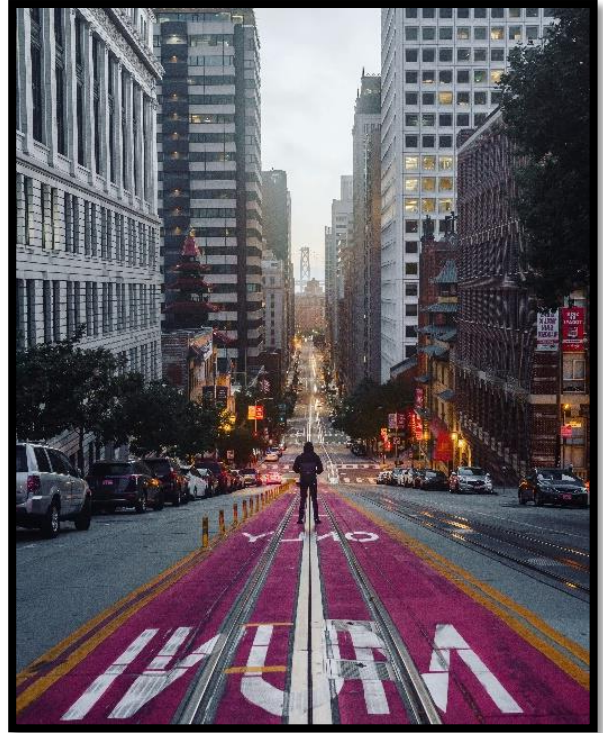
We forget all we were taught and go back to
nature's ways
It all means nothing to us now
We create total chaos and total panic
A world of fear, so tyrannic

We no longer care about stability and peace
But our individual desires and needs
All our morals no longer mean anything
All those emotions and dreams, now nothing

Us humans are just trees
Evil forming and dwelling in the middle
While branches and leaves of good spring up
Those are the roots of humanity

Picture a City – a poetic reimagining
Julian H (Year 12)

Picture a city
Where the sun rays shine bright
And when the sun falls, it twinkles at night.
And there's movement, never ending,
A hunt to find what's trending and you can
never stop spending
And your indulgence sends you into a dead end
You idolise what you see which you see as
satisfaction
But as soon as you have it, it becomes out of
action
Because something else has drawn the attraction
Of the mass of the people and your prized
possession
Is now nothing but rubbish
And the climax of your purchase has faded away
But it's there every day
Until you get sick of the triumphant display
And you pick up the rubbish and throw it away
Because it's irrelevant as of yesterday
But what is true irrelevance is everything you
have is an item of elegance
But elegance comes with an expiry date
At least that's what we've learned from
maintaining a state
Of a herd mentality looking up to those who
deserve our respect



That's what we expect
And those who do not are up there instead
Of the people who truly deserve the respect but
instead all they get
Is paining regret
'cause why would you give something when
your efforts aren't met
But that's what you expect

MELTED AMBER GOLD
Nethuli S (Year 12)

The sun was melting.

As always, the red and violet clouds hung on
plum skies.

And your ankles danced in a pool of melted
amber gold.

A sight so serene. A time you will never get back.
A life being lived.

Again.

Familiar tender melodies of birds and cicadas
echoed in beautiful harmony and motion.

There was a caress of a gentle wind against your
ears along with the sweet smell of ash and
burning.

Ash and burning.

Ash and burning?

A heavy smell, it was. The ash and burning. Not
pleasant stings caused icy tears to slide down
your cheeks. What is that smell?

Your feet caressed the sponge-like soil as the gentle giant trees that surrounded, cast their cool summer shade and whispered quietly amongst themselves. What are they saying? Why do they never tell you?

The crunch of soft pebbles marked the beginning of your search. You took a few steps down a path. The path made out of soft pebbles, of course. This was the path that led you here. Where are you going? No. Why are you going? Again.

The clouds were screaming.

Where are you?

Your gaze bounced from one gentle giant to another.

"Do you hear that?" You asked them. Yet, they still continued to whisper.

You continued down your path. The pebble path, not the stone path. Emerald leaves swung over your head and seemed to continue swinging down the path as the giants lead you. Your new companions. The end of the path, impossible to see from your vantage point. Were you the only person that ever goes down this path? You continued. The soft breeze that grazed your skin was accompanied by that smell of ash and burning. The smell tasted of dry talc delicately placed at the back of the throat.

Rustling. Your friends were rustling and you stopped and the giants were whispering.

"Who's there?"

The crunching pebbles grew louder and louder from behind you. You turned to look at your new companion in hopes they would be able to tell you where you were going. In hopes you would be able to walk down your pebble path together.

It was the child.

Barefoot with rose coloured clothes, a round face with delicate palms and fingers. The child

steadily plodded forward, with a sense of reckless caution.

"Hello there, are you lost?"

Crunch.

The child continued. A light bounce with each step taken. A bit faster than before. Cherubic eyes gazed at your direction, full of hope and fractured promise. A ghost of a smile had lingered. There was a pale scar on the child's left knee, making the child's movement look as though one step is slightly shorter than the other. Their arms swayed in careful clumsy motions. Why are they always alone?

"Do you happen to know what that smell is?"

The child shook their head and sighed and watched. The child was about the height of your elbow and the crunching didn't stop. Not even for a second. Maybe they're looking for the source of the smell too. Maybe they already know.

"Do you know where you're going?"

A rush of wind surged past you as the child proceeded to run. The crunch of pebbles drifted away from you and your friends continued rustling. You watched the child's rosy figure grow smaller and smaller with each pebble added to the distance between you. Should you have gone with the child to make sure they're safe? If the child gets hurt again will it be your fault? No. No, it won't be. The child just ran away, there's nothing you could've done.

You watched the blushing clouds swim in the plum skies as they told you you were safe. Told you the child was safe. Safe as long as they were there to protect you. They had always told you that. So you continued down the path. Your pebble path. Your friends rustled and the trees whispered.

It will be your fault.

The sun was still melting.

You were close. But close to what? Where are you? What is that burning?

The pebbles on the path you walked down began to glow. They were a shade of mellow rose. You felt the cold pebbles beginning to warm under the soles of your feet. That feeling of warmth travelled up your shins to your lungs to your knuckles to your neck and you felt a soft relief.

Yet, the clouds were still screaming.

A dry cough escaped your throat as the smell pounced at your chest.

You turned around once more. Your friends stopped rustling. The soft mellow light illuminated the cyan dress of a svelte figure with hair that flowed down her shoulders. She held her face in her round palms as pure tears ran along her arms and elbows.

“Are you alright?”

She continued weeping.

“Is your child lost? Are you lost?”

She looked up at you. She looked down your path. She continued weeping.

You watched the leaves above her head swing in delicate motion. A cool breeze swept against your ears. Her dress licked at the pebbles on your path and the sound of her veiled whimpers complemented the sweet tune of the birds and cicadas.

She watched you watch the leaves with her familiar eyes, full of broken silk tears. Her fingers lingered above her cheeks after she heavily swept her draping hair from her shoulders until it landed on her back like the flow of a waterfall. You watched her shoulders twitch with each inhale and relax with every exhale. She knew everything didn't she? She's just not telling you anything. Why won't she tell you anything? Does she not know she can trust you? What have you done wrong?

You felt the blood boil in the veins of your arms.

“Why won't you answer me?”

You yelled. You didn't have to yell. She sighed and watched. The broken silk tears had stopped.

You felt your heartbeat in your skull as the burning smell began habituating in the hairs of your nose. The grains of dust travelled to the roof of your throat, each speck piercing your chest from the inside. You felt your eyes beginning to cool with new tears as more dry coughs escaped your chest in jerking motions.

Why you?

Crunch.

You slowed your breathing, placing a hand on the middle of your chest, feeling how your shoulders rose and fell with each elongated breath. They rose and fell. Rose and fell. When you could get your eyes open you saw the absence of the cyan dressed woman. You gradually scanned up your path. The leaves swung with a calming gentleness and your pebble path was not glowing. Then you scanned down your path. The leaves still swung and your path radiated a pale cerulean. You were alone.

Where did she go? She didn't even say goodbye. Did you scare her? Why did you yell? You should have helped her. No. You couldn't have done anything. She was gone when you opened your eyes. She was gone.

Dizzy. Your head spun and you were dizzy. It felt as though the pebbles placed under your feet were unconfined and trembling. But you still continued down your path. One hand placed on your chest and the other pinching your nose. Breathing was difficult of course, the tension in your chest wasn't helping, but, the more you did it the harder it got.

Why are you still going? You could just stop now.

You could feel the ash and burning now. It was dense against your skin. The heat pressed

against your bare calf. The hot wind warmed your neck and cheeks and nose. Your fingers stuck to each other, your palms were moist and the cloth around your thighs clung to your skin. Your friends were not rustling and you were alone.

You were always alone.

The sun was gone.

You just don't stop, do you?

The clouds were not screaming.

Where are you?

You now felt the pebbles cool under your toes. That cold feeling rushed up your feet to your knees, to your hips, to your chest and, to your nose.

What are you doing here?

You were wheezing. But you still continued. Down the pebble path. Your pebble path. Not the stone path.

You could just turn back.

Your pace began to quicken. You heard the humming of the air. The wind brushed against

your face. Your eyes began to cool once more. You were running.

You are selfish.

There were no birds or cicadas. All you could see in front of you was skies painted indigo with swimming navy clouds. Each step took you closer to the sky. Walls of trees loomed by your side. Your pebble path emitted a cool cerulean light that cast its soft illumination on the bark of the gentle giants that had been rushing past you. Sapphire leaves swung softly over your head.

Your fault.

Crunch.

You stopped. You looked at the sunless indigo skies. You closed your eyes and felt the warm whistling winds, the presence of the whispering giants, the cool pebbles pressing against your feet, the icy tears that slid down your cheeks, the hair that stuck to your forehead, your shoulders that rose and fell with each deep breath, the heaviness in your chest and the burning.

You opened your eyes and found yourself laying on soft pebbles with your ankles dancing in a pool of melted amber gold.



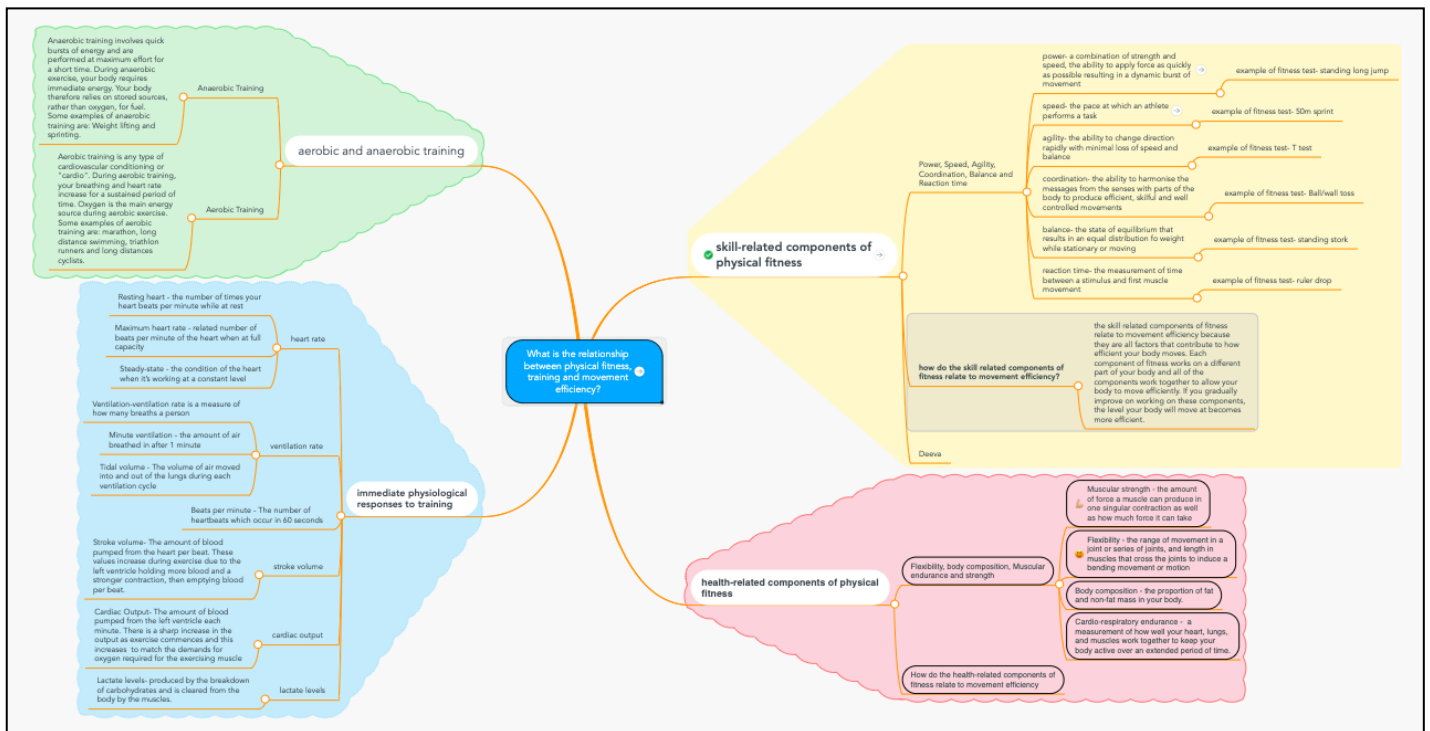
PDHPE

The PDHPE faculty designed a 'Cammeraygal PDHPE website' to ensure the students remained active during their PE lessons while learning remotely. Students were provided with a matrix that encouraged them to select from a range of activities and record these in a weekly physical activity log.

Visit our website here: <https://siobhanpeard.wixsite.com/pdhpecammeraygal>

11 PDHPE -Group work - in a remote learning environment

11PDHPE worked in 'remote' groups to create a summary resource that could be used as a revision tool. Each group was delegated a syllabus dot point and worked collaboratively using the online tool 'Mind Meister' to address a syllabus based critical question.



Year 10 dance

During our remote learning, year 10 Dance has been learning about Aboriginal Dance in Australia. As part of this unit, we have been exploring the cultural significance that dance plays within Aboriginal communities, and interpreting the messages communicated through dance. As a close study, we have examined the role that the Bangarra Dance Company has played on raising the profile of modern Aboriginal Dance in Australian society. Some of the works presented below are representative of this unit of study.

THEIR MISSION:
"TO CREATE INSPIRING EXPERIENCES THAT CHANGE SOCIETY"

THE DANCE COMPANY ALSO OFFERS YOUTH PROGRAMS, AS WELL AS EDUCATION COURSES.

BANGARRA DANCE COMPANY
WRITTEN BY GEORGIA KAUFMAN

BANGARRA IS A DANCE COMPANY WHICH INCLUDES THOSE OF BOTH ABORIGINAL AUSTRALIAN AND TORRES STRAIT ISLANDER BACKGROUNDS. BANGARRA IS ONE OF AUSTRALIA'S LEADING ART COMPANIES, WHICH IS "WIDELY ACCLAIMED NATIONALLY AND AROUND THE WORLD FOR (THEIR) POWERFUL DANCING, DISTINCTIVE THEATRICAL VOICE AND UTTERLY UNIQUE SOUNDSCAPES, MUSIC AND DESIGN." IT WAS ESTABLISHED IN 1989 FROM THE ENERGY OF NAISDA (NATIONAL ABORIGINAL ISLANDER SKILLS DEVELOPMENT ASSOCIATION) FOUNDER CAROLE Y. JOHNSON, ALONG WITH NAISDA GRADUATES, AND ROB BRYANT AND CHERYL STONE. THEY CONTINUE TO RUN THE COMPANY TODAY WITH THEIR HIGH AMOUNT OF ENERGY, UNIQUENESS AND INDIVIDUALITY.

SCIENCE

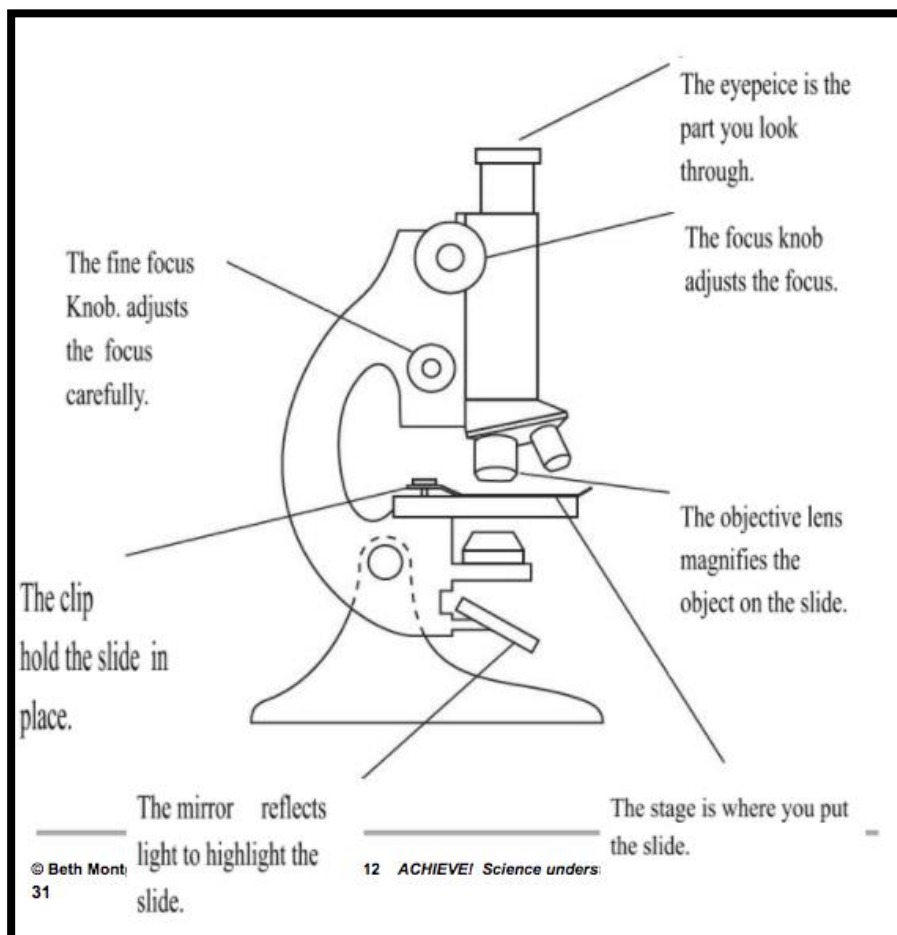
During the remote learning phase students at CHS have been engaging with regularly online learning sessions hosted by their teachers supplemented with excellent simulations and digital models to ensure a high quality of curriculum is delivered throughout this period. We would love to share with you some of the outstanding work that students have produced throughout this period as well as some of the engaging learning activities that have taken Science straight into your homes!

Year 8 -Topic: Introduction to Cell Biology and the Human Body

Through the use of virtual labs students have learnt how to operate microscopes to observe digital specimens. Once students return to the laboratory, they will be able to apply these newly developed skills to set up and use a microscope to identify various specialised cells.

<https://learn.genetics.utah.edu/content/cells/scale/>

<https://www.sciencelearn.org.nz/embeds/12-which-microscope>



Year 7 - Topic: Geology and the changing Earth




Students have used interactive models to learn about the intricacies of the rock cycle and how processes such as weathering and erosion shape the world around them. Additionally, students have been exploring their homes for signs of weathering and erosion to discuss the impacts of these processes on their homes. <https://www.learner.org/wp-content/interactive/rockcycle/rockdiagram/>


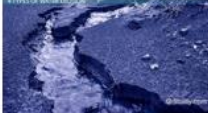

Identifying Weathering and Erosion around your home

Your task today is to walk around your home/apartment block to look for examples of Weathering and Erosion. When you find an example of each specific type of Weathering or Erosion, record it in the data table below and explain why it fits that category. You may wish to take a photo and upload it to the doc for the example section.

Examples you might find around your home or around your neighbourhood:

- Weathering to footpath such as cracks, broken up pavement (physical weathering)
- Tree roots breaking up road/footpath (biological weathering)
- Evidence of rusting around home or look for any limestone surfaces such as walls (chemical weathering)
- Evidence of soil/rock being transported by wind or water (Erosion)
- Evidence of soil/rock being transported due to gravity (movement downhill for example)

Type of Weathering	Example (can upload picture from phone)	Explanation
Physical		Out of the brick pathway, there is a small leaf poking out of it. This is maybe because the seed of the leaf when it was in brick and has physically cracked the brick pathway so it can grow bigger.
Chemical	(couldn't find any around my house) 	<u>chemical</u> weathering happens when something chemically melts a rock or something solid, but not all of it
Biological	(couldn't find any around my house) 	biological weathering is when a plant (such as trees) breaks the rock or something that is over it and grows out of it

Type of Erosion	Example (can upload picture from phone)	Explanation
Wind		wind erosions happen when the wind is carrying stuff like rocks or dust from one place to another
Water		water erosion is when the water makes its own way day a hill or a pathway, destroying the soil that is under it
Gravity		<u>gravity</u> erosion is when the rocks are gravitationally pull of down the mountain.

Write a description of how one of the examples of weathering you have chosen would work with one of the examples of erosion you have chosen. Comment on if there were many examples of Weathering and Erosion that occur at the same time:

one of the examples of the weather that I have chosen is physical erosion, that happens because Out of the brick pathway, there is a small leaf poking out of it. This is maybe because the seed of the leaf when it was in brick and has physically cracked the brick pathway so it can grow bigger. The erosion that I have chosen is gravity erosion which forces something to fall down by the gravitational pull. There was not as many erosions or weathering that were to be discovered near my house so I couldn't find any weathering and erosions that happened at the same time.

Year 9 - Topic: Riding the Wave of Physics

How does energy move in the physical world? Riding the wave of physics is the topic that explores the models and theories used to explain the movement of energy as waves. To visualise this, students have used PhET simulations to investigate the properties of a wave and draw connections between wave frequency and amplitude and the rate and amount of energy being transferred.

<https://phet.colorado.edu/en/simulation/wave-on-a-string>

PhET Simulation – Wave on a String

Open the PhET Simulation "Wave on a String"

https://phet.colorado.edu/sims/html/wave-on-a-string/latest/wave-on-a-string_en.html

Instructions for how to use the simulation are in this video <https://youtu.be/5y47L3ehwQE>

Before you start, change these settings:

- Change to No End (top right of screen)
- Turn Damping down to None (bottom middle of screen)

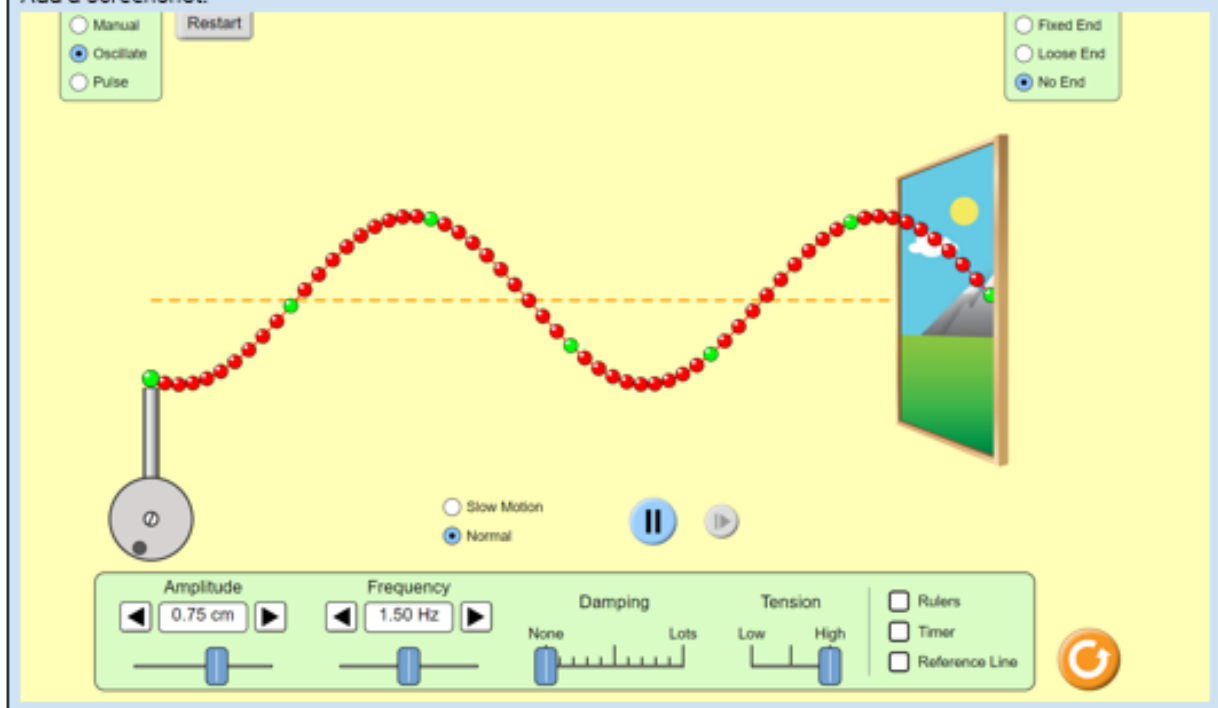
Click the "Oscillate" button (top left). Describe what is happening.

The wave is oscillation continuously as a transverse wave

What type of wave is it (Transverse or Compression)? How can you tell?

This is a transverse wave because it is moving the particles up and down.

Add a screenshot.



Tick the *Rulers* check box (bottom right). The rulers can be moved around the screen to make measurements.

You need to measure the wavelength of the 6 different waves listed in the table below:

1. Set **amplitude** and **frequency** value to those shown in the first row of the table below.
2. Let wave run for a few seconds
3. Click pause
4. Use ruler to measure **wavelength**
5. Record wavelength measurements in table
6. Repeat steps 1 - 5 for the remaining **amplitude** and **frequency** values in table

7. Calculate the **wave speed** for all the tested waves by **multiplying frequency and wavelength**.

$$(\text{speed} = \text{frequency} \times \text{wavelength})$$

8. Record calculated speed in table. **1.5 amplitude can't be reached, replacing with 1.25 instead**

Amplitude (cm)	Frequency (Hz)	Wavelength (cm)	Speed (cm/s)
0.75	1.50	3.8cm	5.7
1.50	1.50	4cm	6
0.75	1.00	6.1cm	6.1
1.50	1.00	5cm	5
1.50	3.00	3.9cm	11.7
0.75	3.00	3.9cm	11.7

How did changing the **frequency** affect the **wavelength** of the wave?
The higher the frequency the lower the wavelength

How did changing the **amplitude** affect the **wavelength** of the wave?
The higher the amplitude the lower the wavelength

Year 10-Topic: Genetics and Cellular Controls

What makes us ... well us? Genetic and Cellular Controls is the topic which introduces students to the notion of DNA and its use within a cell to dictate the production of proteins and impact cellular and organism function. Students have been researching the structure and story behind the discovery of the DNA model as well as delving into the concepts and scientific evidence behind nature vs nurture.

<https://learn.genetics.utah.edu/content/basics/dna>

Nature vs Nurture in Psychology

www.simplypsychology.org/naturevsnurture.html

Saul McLeod

This debate within psychology is concerned with the extent to which particular aspects of behavior are a product of either inherited (i.e. genetic) or acquired (i.e. learned) characteristics.

Nature is what we think of as pre-wiring and is influenced by genetic inheritance and other biological factors. Nurture is generally taken as the influence of external factors after conception e.g. the product of exposure, experience and learning on an individual.

The nature-nurture debate is concerned with the relative contribution that both influences make to human behavior.

Approaches to Psychology

Nature	←	→	Nurture
Biological Approach Focus on genetic, hormonal, and neuro-chemical explanations of behavior.			Behaviorism All behavior is learned from the environment through conditioning.
Psychoanalysis Innate drives of sex and aggression (nature). Social upbringing during childhood (nurture).			Humanism Maslow emphasized basic physical needs. Society influences a person's self concept.
Cognitive Psychology Innate mental structures such as schemas, perception and memory and constantly changed by the environment.			

Nature Nurture Debate in Psychology

It has long been known that certain physical characteristics are biologically determined by genetic inheritance. Color of eyes, straight or curly hair, pigmentation of the skin and certain diseases (such as Huntington's chorea) are all a function of the genes we inherit. Other physical characteristics, if not determined, appear to be at least strongly influenced by the genetic make-up of our biological parents.

Height, weight, hair loss (in men), life expectancy and vulnerability to specific illnesses (e.g. breast cancer in women) are positively correlated between genetically related individuals. These facts have led many to speculate as to whether psychological characteristics such as behavioral tendencies, personality attributes and mental abilities are also "wired in" before we are even born.

Those who adopt an extreme hereditary position are known as **nativists**. Their basic assumption is that the characteristics of the human species as a whole are a product of evolution and that individual differences are due to each person's unique genetic code. In general, the earlier a particular ability appears, the more likely it is to be under the influence of genetic factors.

Characteristics and differences that are not observable at birth, but which emerge later in life, are regarded as the product of maturation. That is to say we all have an inner "biological clock" which switches on (or off) types of

1/4

Year 11 Physics - Topic: Kinematics and Dynamics

Students have explore the depths of linear motion to plan and present an experiment that could be used to classify linear motion as part of their formal depth study task. Students had to consider structuring a reliable and valid scientific investigation that could be used by scientists to classify the linear motion of an object down a ramp

Plane?--Isaac-H

Introduction:

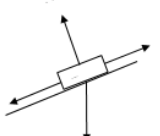
This investigation will explore the impact that mass has on the friction of an object, when it is on an incline plane. This will be done by changing the mass of the object on the plane, and observing if a change in mass will allow for the object to overcome the static friction from the incline plane.

The friction that will be investigated in this report is static friction. Static friction is a contact force, occurring between any two touching surfaces, which are at rest relative to each other (Allain, 2014). Static friction can be expressed as a relationship between the normal force on an object, and a coefficient of friction. The normal force is a force that a surface exerts on an object, often to counteract gravity, or an applied force on the object. If an object is at rest on a table, the gravitational force is pulling the object downwards, and applying this force on the table. The normal force in this situation is the table pushing upwards on the object, and in this situation is equal and opposite to the gravitational force acting downwards. As a result, the object is in static equilibrium. The other factor for static friction is the coefficient of friction. This coefficient of friction changes depending on the two surfaces interacting, with higher values increasing the frictional force on the objects. The relationship between frictional force, normal force and the coefficient of friction can be written as:

$$F_{fr} \leq \mu_s N$$

In this equation, the Greek letter μ is the coefficient of friction, and the letter N is the normal force. These two terms are multiplied together, in order to calculate F , which is the frictional force. The inequality is part of the equation because static friction is equal and opposite to the applied force on a static object, and if the applied force is less than the equation above, then the object will remain in static equilibrium (Williams, 2010). If the object exceeds this 'limit', then static friction will no longer apply, and will be replaced by kinetic friction. Thus, the 'limit' of static friction is defined by the formula above.

As this investigation is specifically on static friction on inclined planes, there are certain differences in the formula, and how its components work on the plane. The most notable change is to the normal force. The normal force is applied on an object in a direction perpendicular to the surface that it is on. This means that on an incline plane, the force does not push directly upwards, rather to the side, which means that an object on an incline plane is no longer in static equilibrium. This can be seen by Figure 1.



ramps and other inventions that we use everyday. These inventions are important to society, as they are common and useful inventions which help people make their lives easier. In all of the examples above static friction is useful, as it stops objects from slipping, and possibly injuring someone.

This investigation will be deducing the impact that mass has on static friction on an incline plane. For this investigation, different masses will be put on the incline plane, with the same surface area and made out of the same material. The angle of the incline plane will be increased and measured when the object slides down the plane.

The hypothesis for this experiment is that if the mass of the object is increased, the angle of the incline plane needed for it to slide will also increase. This is because the heavier an object is, the normal force will act on it, due to the fact that the gravitational force has increased.

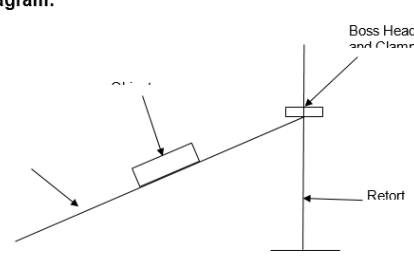
Materials

- Incline plane
- Protractor
- Several different objects (same surface area acting on the plane, and made of same material)
- Ruler
- Boss-Head
- Clamp

Risks Involved:

Equipment	Possible risks	How to minimise these risks
Object	Could hit and injure others	Keep hands away from object and ramp when not necessary
Incline plane	Could fall and hurt someone	Unless changing the angle of the plane, do not touch it

Diagram:



Method

- Set up the experiment as per figure 2
- Measure the length of the incline plane, using a ruler to ensure accuracy
- Measure a short height for incline plane, using the ruler to ensure accuracy, and set one of the objects on it
- Raise the angle of the incline plane, by raising the height of the Boss Head and Clamp, until the object slides down it
- Repeat Steps two and three twice more, for reliability
- Change the object to another (which should have different mass), and repeat steps 2-5, until all objects have been tested.

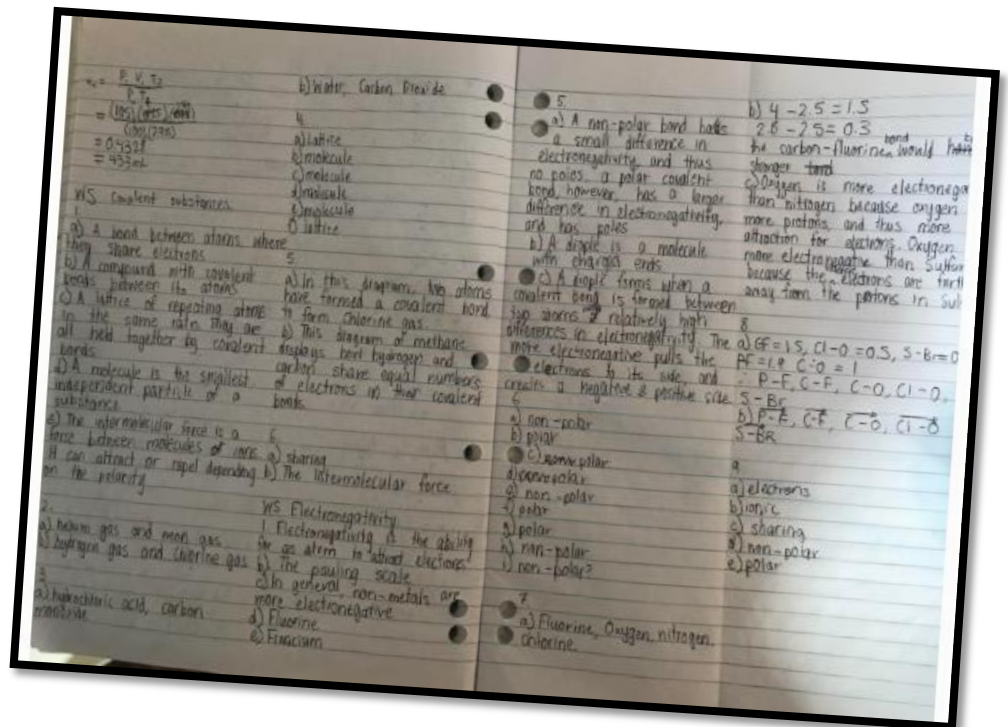
Results (only partially filled out)

Mass (kg)	Surface Area (cm ²)	Material	Trial 1 (m)	Trial 2 (m)	Trial 3 (m)	Average (m)	Ramp Angle
0.1	25	Wood					
0.2	25	Wood					
0.3	25	Wood					
0.4	25	Wood					
0.5	25	Wood					
0.6	25	Wood					

Inquiry Questions

Year 11 Chemistry -Topic: Bonding

What holds matter together? The study of bonding has allowed students to understand how various atoms of different elements interact and how forces form to hold these atoms together to create compounds or larger structures of matter. Students have used interactive moly-mod kits to model the process of atomic bonding and understand what a bond is.



Year 11 Biology -Topic: Dynamic Ecosystems and Restoration

Ecosystems around the world change over time as human pressures shape them into usable assets. Overtime we have learnt that this exploit of natural ecosystems is damaging to our Earth and programs have been developed to restore ranges of ecosystems after their use. Students have used data collected from their field trip to Penrith lake to model and predict the impact of restoration projects in the area

Year 12 Physics-Topic: Electromagnetism – Building a Motor

Students put the theory of electromagnetism to practice in Physics where they developed a plan to construct their very own DC motor. Students had to research the core components of a DC motor and attempt to recreate a model motor using common materials available to them.

Magnetic Flux

Magnetic flux is defined as the magnetic field strength through a surface multiplied by the area of that surface, or the integral of magnetic field strength across a surface. Magnetic flux is affected by the orientation, position and area of the surface relative to the direction of the magnetic field. Magnetic flux is at its greatest when the magnetic field passes straight through the surface, that is the area vector of the surface is parallel to the direction of the magnetic field. Likewise, the magnetic flux is at zero when none of the magnetic field passes through the surface, or the area vector is perpendicular to the direction of the magnetic field.

$$\phi = BA \cos \theta$$

Symbol	Meaning
ϕ	Magnetic Flux
B	Magnetic field strength
A	Area of surface
θ	Angle between area vector and direction of magnetic field

Figure 1: A diagram showing the direction of an area vector. The area vector is shown as a blue arrow pointing upwards from a grey rectangular surface. A red arrow representing the magnetic field is shown pointing downwards, perpendicular to the area vector.

Faraday's Law and The Motor Effect

Faraday's law states that an electromotive force acts on the charges in a conductive loop when the magnetic flux through the surface defined by the loop varies through time. That is, a changing magnetic field through a conductive loop induces an electric current in that loop. The motor effect is closely related to Faraday's Law, it states that a current carrying wire in a

The DC Motor

Figure 2: A photo of a simple DC motor [1]

Component	Description
Stator	The stator is the static component of the motor, contains the permanent magnets/ fixed electromagnets and houses the rotor.
Armature/Rotor	The armature is the rotating component of the motor (rotor), it contains the split ring commutator and the coils.
Split Ring Commutator	The split ring commutator facilitates the transfer of electrical current from the brushes on the stator to the coils on the rotor, it also handles the alternation of the current (inversion) to allow the

Component	Description
Brushes	The brushes are conductive elements mounted on the stator which are in contact with the rotating split ring commutator, they complete the circuit between the stator and the rotor.
Coils	The coils are responsible for producing the torque required to rotate the motor through the motor effect. (Due to the interaction between the charged particles flowing through the wires and the external magnetic field exerting a force on each other).
Permanent Magnets	The permanent magnets (sometimes substituted by static electromagnets) which produce the magnetic field required to induce torque through the motor effect.

Torque

Torque is the rotational equivalent of force, it determines the linear force exerted at different distances from a pivot point. It is calculated as the product of the linear force and the perpendicular distance between the line of action of the force and the pivot point. Torque is important because it can be used to model the movement of a rotational system. In a DC motor, the perpendicular distance between the line of action and the pivot point is at its greatest when the area vector of the coil is perpendicular to the magnetic field. This is also when the magnetic flux through the coil is at zero and the change is magnetic flux is at its maximum. Below is the equation for the torque produced by a simple DC motor (note that this equation models a motor with a single coil centered on the axis of rotation).

$$\tau = nIAB \sin \theta$$

Symbol	Meaning
τ	Torque
n	Number of turns in coil
A	Area of surface defined by coil
B	Magnetic field strength
θ	Angle between area vector and direction of magnetic field

Year 12 Biology-Topic: Heritable Diseases

The transfer of genetic information between generations is a key feature of DNA. However what happens when the genetic information being transferred is damaged or has been mutated? Students investigated the transfer of genetic diseases between generations and the role mutations played in this process and possible medical procedures in the future to treat/cure these diseases.

Have advances in biotechnology and the use of large-scale population data improved our understanding of the epidemiology of Parkinson's disease


Abstract

The use of biotechnologies and large-scale population data can help to identify the specific genetic and environmental causes of Parkinson's Disease (PD). PD is the second most common neurodegenerative disease, involving the death of dopaminergic cells within the substantia nigra resulting in the decline of dopamine production. This causes loss of motor control as well as decline of motivational functions such as stimulus-reward responses. Both familial and sporadic forms of PD exist, where familial PD is the less common inheritable form and sporadic PD occurs randomly, however is affected by certain external factors. This study focuses on familial PD and how genetic factors involved affect the pathogenesis and inheritance of the disease. Two major proteins investigated in this report which are involved in the development of PD are α -Synuclein and tau where, through their specific interactions, can phosphorylate each other to form aggregates and fibrils, leading to the degradation of cell structure and function. Biotechnologies to identify and visualise these processes and structures within the brains of PD patients has allowed for a much greater understanding of the epidemiology of PD and will enable for future research and development of treatments, such as drugs or therapies.

Introduction

What is Parkinson's Disease?

Parkinson's disease (PD) is a neurodegenerative disease that involves the loss of dopaminergic cells within the substantia nigra, inhibiting dopamine production. Dopamine functions as both a neurotransmitter and a hormone and is



released by the substantia nigra affecting both motor control as well as motivational functions such as stimulus-reward responses. [1] The main motor symptoms of PD include slowed muscle movements, rigidity and tremors and the non-motor symptoms include sleeping disorders, autonomic dysfunction and depression as well as dementia like symptoms in later stages of PD. [2][3] PD affects roughly 0.01% of the total population, however the likelihood of developing it increases with age, affecting approximately 1% of the population above 60 years old. [2] It is also more commonly seen in males than females.

Sporadic and familial forms of Parkinson's Disease

PD is classified into two forms, familial and sporadic, which have been described in the table below.

Familial	Sporadic
- Inherited form which follows an autosomal dominant Mendelian inheritance pattern [3]	- Non-inherited form caused by environmental and lifestyle factors [2]
- Consists of only 5-10% of cases [2]	- Exposure to various pesticides, herbicides or heavy metals may increase risk [3]
- Genetic risk factors caused by monogenic mutations which can be inherited [2]	- Dietary choices, drug use and hormone levels may also affect risk of PD [3]
- Shows features not typical for PD such as young onset, dystonia, and early dementia [3]	- Patients display typical symptoms

As familial PD is an inheritable form caused by various genetic factors and mutations, and therefore is able to be more accurately assessed through use of biotechnologies, it will be the major focus of this report.

Causes and development of Parkinson's Disease

The etiology of PD includes both genetic factors, seen only in approximately 5-10% of cases, and environmental factors, although likely in combination with certain susceptibility genes. [2][3] Studies of candidate genes associated with dopamine metabolism, mitochondrial metabolism and detoxification have concluded that only a few polymorphisms in the genes NAT2, MAOB, GSTT1, the APOE ϵ 2 allele and the tau H1 haplotype appear to be significantly associated with the development of PD. [3] Furthermore, two major proteins associated with PD include tau, produced by the MAPT gene, which is responsible for stabilisation of microtubules within a cell, and α -Synuclein (α -Syn), produced by the SNCA gene, which appears to be

responsible for regulation of synaptic vesicle trafficking, Lewy bodies of phosphorylated α -Syn form in PD brains which leads to both the phosphorylation and down-regulation of tau isoforms. [2][4] Phosphorylation of tau isoforms results in its dissociation from microtubules leading to destabilisation of cell structure and formation of fibrillary tangles of hyperphosphorylated tau. [5] Aggregation and phosphorylation of both these proteins also appears to seed the others formation, although aggregates form separately. [6] Mutations in tau production also alter its microtubule binding affinity and the ratio of the 3R and 4R forms of tau, normally existing in a 1:1 ratio. [4] Other factors thought to influence the development of PD include mitochondrial dysfunction, oxidative stress and protein mishandling. [3] Additionally, dysfunction of the iron regulatory protein (IRP) and iron-responsive element (IRE) signalling pathway can lead to a build up of iron within the brain. This leads to the generation of harmful reactive oxygen species, such as superoxide, as well as the increase of α -Syn toxicity. [7]

Biotechnologies for the identification and assessment of Parkinson's Disease

Genetic and structural changes to cells, proteins and DNA can be measured using various biotechnologies which allow for specific and accurate identification of the causes of PD. Some of these technologies have been described in the table below.

Technology	Description
Genetic sequencing	Mutations in the genetic sequence can be measured using whole genome sequencing, whole exome sequencing or RNA sequencing. The sequences from the PD brains are compared to healthy brains to determine specific changes in levels of expression and nucleotide sequence.
Cell lines	Cell lines can be used as a simpler and more ethical method to obtain both healthy and diseased gene sets and also allow for more consistent disease models. Cell lines are cells derived from a single patient with a healthy or diseased brain which are continuously grown for specific research. In the case of PD, the SH-SY5Y cell line is commonly used due to its human origin, catecholaminergic properties (a class of neurons containing dopaminergic cells) and ease of maintenance. [8]

iSTEM

Science, Technology, Engineering and Maths are used to improve our everyday life. Engineers commonly identify problems around the house and attempt to develop solutions to these problems. iSTEM students during remote learning developed their own investigation into aspects of their lives that could be improved by engineering a plausible solution.

Testing how sunlight and water impacts the growth speed of chives

Introduction: On average chives need to be watered every 2 day to keep the soil moist and be provided with 6 hours of sunlight a day. In the 21st century approximately 11 percent (1.5 billion ha) of the Earth's surface is used in crop production (fao.org) and 20% of Earth naturally fresh water is used in agriculture (World Bank Blogs). This experiment's purpose is to find the ideal amount of water and sunlight needed to grow chives so that growers could save water and space by growing plants with their ideal amounts of sunlight and water needed in using aerofarms/vertical farming.

Aim: To find out whether the amount of sunlight and water affects the growth speed of chives. We will do this by comparing 9 pots of chives with different amounts of sunlight and water.

Hypothesis 1: It is predicted that if the plant is provided with full water (50mL) it will grow the fastest and tallest as it will have the most nutrients provided through the water.

Hypothesis 2: It is predicted that if the plant is provided with full sun it will grow the fastest and tallest as it will have the most energy to grow through photosynthesis

Variables associated: In this experiment the:


- Independent variable for hypothesis 1 is the change in amount of water
- Independent variable for hypothesis 2 is the change in amount of sunlight
- The dependent variable is the growth of the plant measured every day.
- The controlled variables are the temperature, positioning, type of cup, amount of soil and the type of plant.

Materials:


- Nine 50mL plastic seedling pots
- A packet of chives seeds
- A water source
- One 40x 40 cm cardboard sheet
- Standard Potting mix
- One 30cmx10cm cardboard rectangle
- Two 30x18cm cardboard rectangles
- Four 10cmx 5cm cardboard squares
- One roll of sticky tape

Method:


- Label each pot with:
 - Full sun and full water
 - Full sun and half water
 - Full sun and no water
 - Half sun and full water
 - Half sun and half water
 - Half sun and no water
 - No sun and full water
 - No sun and half water
 - No sun and no water
- Get the 40x 40cm sheet and place each pot in a 3 by 3 square. Place them 3 lines. One line is no sun, one line is half sun and one line is full sun.




- Get two of the 10x5cm cardboard rectangles and tape each of them 30 cm apart on either side of the lines with the pots needing no sun.



- Sticky tape the 30x10cm rectangle from one square to another.



- Repeat step 3 for the row containing pots needing half sun.
- Tape the two 30x18cm cardboard rectangles from one square to another leaving a 18mm gap.



- Fill each seedling pot to the top with a potting mix.
- Place 3 seeds in each pot about 0.5cm down and cover with potting mix.
- Water every full water plant with 50mL, every half water plant with 25mL and every no water plant with 0mL.
- Place cardboard in a place that receives the most sun throughout the day.
- Measure the height every day and water with the measurements given every 2 day.
- Record each height in cm for each plant on either a computer or piece of paper

Risk assessment:

Risks	Consequences	Likability	How to avoid this risk
Dirt getting in your eyes	Blindness, scratching of your eye	Low-Medium	Make sure to not touch your face when and after touching dirt and make sure to avoid throwing dirt near your face
Injuring yourself when cutting	Cutting yourself, damaging your body	Low-Medium	Make sure to be careful when cutting

HSIE

Year 7 History

As part of their study on Ancient Egypt, students learned about Ancient Egyptian Housing, and were given the task of designing and constructing an Ancient Egyptian house using different types of media, such as Minecraft.



Egor D

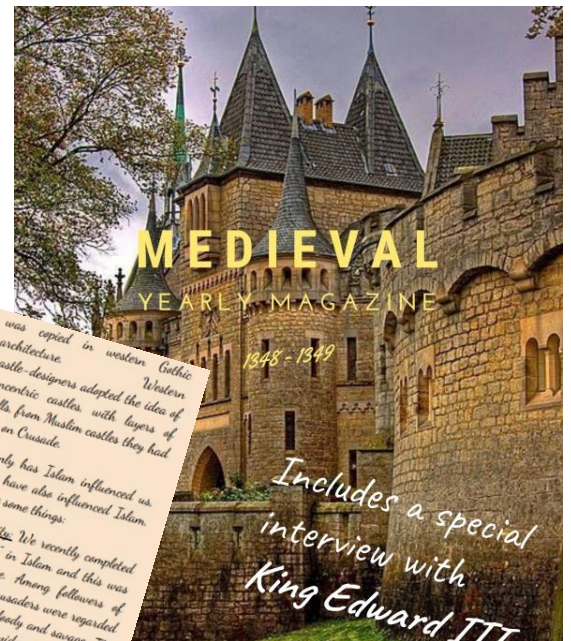


Santiago T

Year 8 History

For their assessment task, students collaboratively worked in groups to design a medieval magazine covering multiple topics of interest in Medieval Europe and an interview with a prominent person.

On the other hand, peasants or serfs are served far less luxurious food. A large part of an average peasant's diet consist of: buttermilk, cheese, curds and whey. The reason they consume things closely related to milk this is because a big part of their job tend to be related to cows. But peasants still consume: grains such as wheat, oats, rye or barley. They would usually be boiled whole or stewed. Some of them are sometimes grounded into flour and made into bread. (This is usually done at a local breadmaker) Peasants also get their missing nutrients (e.g. protein) from legumes such as beans, lentils and sometimes mushrooms. They also get nutrients from fish or small animals if they are lucky enough to live near a river or forest.



Ian B, Lily A, Aja T and Lucas O

Year 9 Big Issues

For their assessment task, students created a multimedia presentation on a major turning point in history of their own choosing, explaining its impacts and assessing its significance in history. Samuel P, Nuclear Weapons- <https://drive.google.com/file/d/1NGSVNAAcc1O1URetfMqpUG5jroSljrD9/view?usp=sharing>

Year 10 History

As part of their study on the Vietnam War, students created a photo essay to explain why the Tet Offensive was a significant turning point.



Suzie P

Year 10 - Commerce (10COM3)

As part of their study on Employment Issues, students collaboratively worked on a Google Doc to fact check stereotypes in the workplace

Year 11 - Legal Studies

As part of their study on Individuals and Rights, students engaged in a literacy exercise where they had to succinctly argue for or against a Bill of Rights in Australia.

In favour of a Bill of Rights (Midya D)

Australia definitely needs a Bill or Charter of rights to ensure adequate protection of human rights. Parliament cannot be trusted to protect the civil liberties and human rights of their citizens, hence, a Bill of Rights is needed to strengthen and consolidate human rights and ensure that legislation passed conforms to human rights' principles. Further, a Bill of Rights will protect specific minority groups in Australia such as the Aboriginal and Torres Strait Islander community and will encourage more social inclusion of them in Australia, allowing them to suffer less unfair treatment. Although specific legislation has been enacted to adopt specific human rights, it is not enough for Australia to put its trust into elected members of the parliament to observe and uphold these rights.

Against a Bill of Rights (Bronte H)

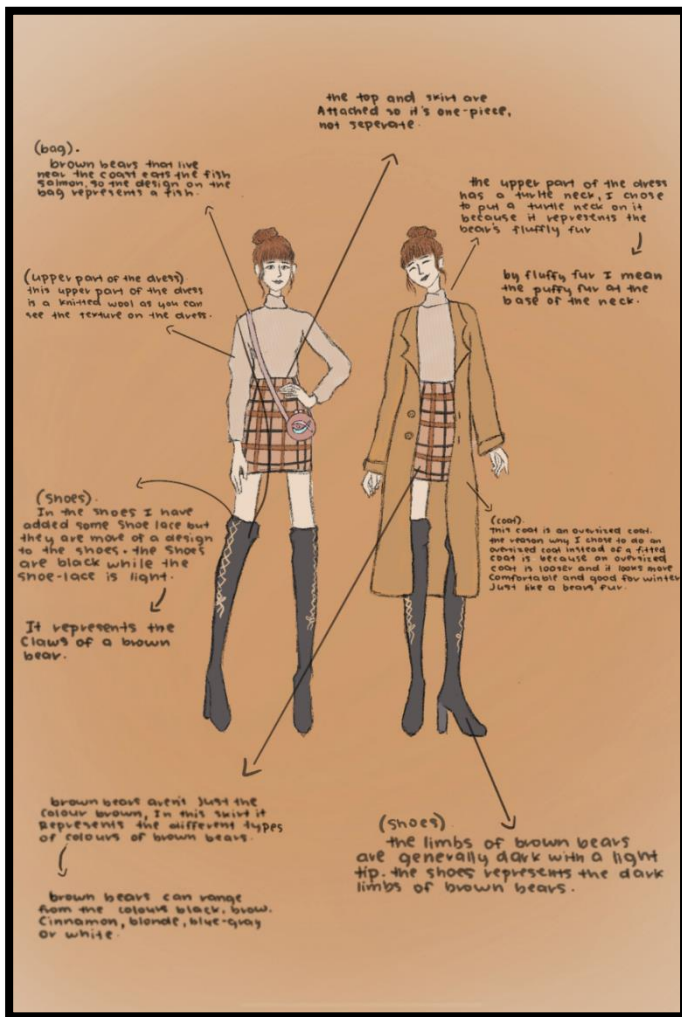
Unlike most similar democracies, Australia does not have a Bill of Rights. Instead, protections for human rights may be found in the Constitution and in legislation passed by the Commonwealth Parliament or State or Territory Parliaments. The need for a Bill of Rights is unnecessary, even if it would be a simpler way to protect basic individual rights from interference. Such a measure would restrain the powers of Parliament to legislate as appropriate and would give a large amount of power to the Courts. Parliament can be relied on to protect individuals' human rights. A Bill of Rights that is constitutionally established is very hard to change, unlike common law and statute law. The US Bill of Rights, for instance, contains protections of rights such as freedom of speech and the right to bear arms. The right to bear arms contained in the second amendment has meant that it is very difficult for the US Parliament to legislate for gun control.

TAS

Years 7 and 8 - Technology Mandatory

In years 7 and 8 Technology, the students have been completing their own design for a woollen outfit inspired by flora or fauna. As part of this unit of work, students entered the national Wool4School competition and are in the shot to win \$500 cash and many other prizes. The unit of work also allowed the students to apply their understanding of the design process and learn new concepts like the elements & principles of design.

Here is just a snap shot of just some of the fantastic work:



Xylia J-Y8



Ryan P Y8

Wendy L Y8



BLUE BIRD
7 TAS 8

Outfit: Compression base-layer (long-sleeve top, pants) and vest

Colour and value: have been used as I have used darker blue on the long pants and compression long-sleeve whereas on the vest I have made it lighter for some difference. **Line & direction:** to create my feather pattern as I have use continuous outward strokes with the blue and then used a darker blue with the same strategy to give it a feathery look/feel. **Shape and size:** I have created everything to be around the same size to make it feel like it should go together. **Texture:** has been used to give the outfit a soft and fragile feel like a bird's feather. **Balance:** has been used to make the outfit look light and fragile like a bird's feather. **Emphasis:** I have used lighter colours for the vest to emphasize the runner's athletic torso. **Contrast & harmony:** I have used contrast between the lighter blue on the vest compared to the base-layer. I have used a limited colour range to create harmony in all the pieces. **Pattern:** I have used feather patterns in all the pieces of the outfit to create the feathery look/feel. This also creates a visual **Rhythm**. **Proportion:** since my outfit is tight-fitting the only proportion is the natural shape of the body. **Unity:** I have used this to make everything seem together and complete.

Alex / Y7

Blossoming tree outfit mood board

Max R Y7

CREATIVE STATEMENT 'Flutter Princess'

My design was inspired by the elegant look of a butterfly. The garment is a dress designed for a lavish event. Incorporating a butterfly look. The elegant dress flows down to the floor leading you to glide your eyes through the pattern. The dress is inspired by Butterflies. I tried to capture them into the design using colour, harmony, unity and shape. I used purple, blue, black and white throughout the design and dress. The black shoes tie in the whole look and if they were any other colour then black they would clash with rest of the outfit. The under layer of the dress and pants harmonise each other as both are white. The underlayer by itself stays cluter. The pattern is inspired by patterns seen on a real butterfly in nature. The whole design colour are inspired by the butterflies the purple emperor and the Menelaus Blue Morpho. The pattern on the dress is inspired by the Monarch butterfly with all the different shapes within the pattern.

MOOD BOARD
Inspired by Butterfly's

Elise T Y8

Name of Design No.1: Blue Purple

Creative Statement

'Blue Purple' is an outfit consisting of a stylish dress paired with high heels. It has been designed to emphasise and highlight the magical features and elegance of purple Sweet Pea flowers. The entirety of the dress is light purple with tints of pink and blue to complement the flower. A sense of rhythm and movement can be experienced in the dress' skirt as the fabric is made to look like big, overdramatic waves to embody the deliciousness of the ruffling Sweet Pea petals. The dress is coupled with classy high heels. Once again, colour is used to incorporate the purity of the flower's little petals. The main body of the heels are lighter than amethyst in colour. To add extra embellishment, on the outer side of these high heels, frills bloom out from the back/side of around the ankles. This will appear as Sweet Peas for the texture is soft and delicate looking. I believe the heels harmonise with the dress to form a coherent whole.

Kiara / Y7

Year 9 - Multimedia

In Year 9 Multimedia students have been using the Adobe Suite on their own devices to design and develop their Vector Landscape. During this task students designed their vector landscapes, following the brief of "Who am I", which gave them the opportunity to create a landscape that reflects their personality.

Here is just a snap shot of just some of the fantastic work:



Jesse M



Dylan F



Jotaro K

Year 10 - Food Technology

Year 10 have been learning about Food Trends, developing and executing dishes that reflect the current food movements in Australia. Since moving to online learning students have designed and developed their food magazine cover. This required them to use their knowledge they had obtained in class and transfer this to a new context.

Here is just a snap shot of just some of the fantastic work:



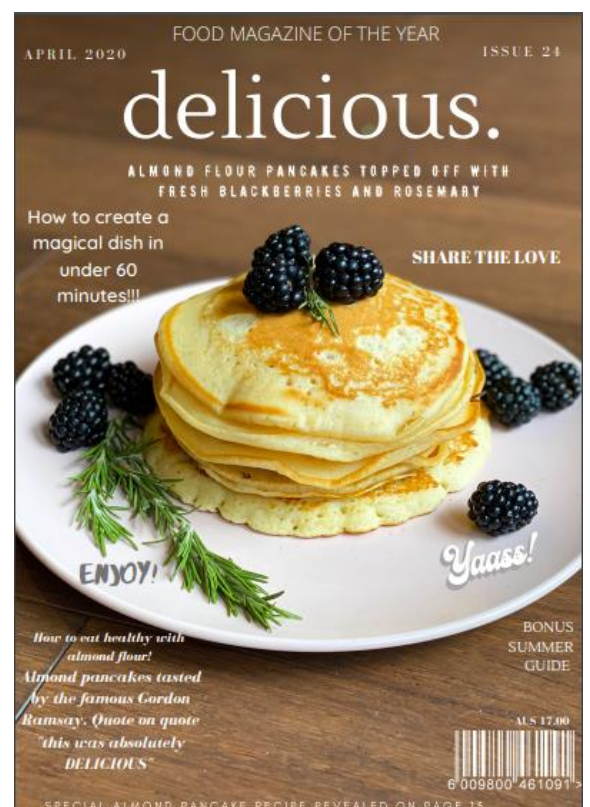
Yan W



Madeline B



Ruby B



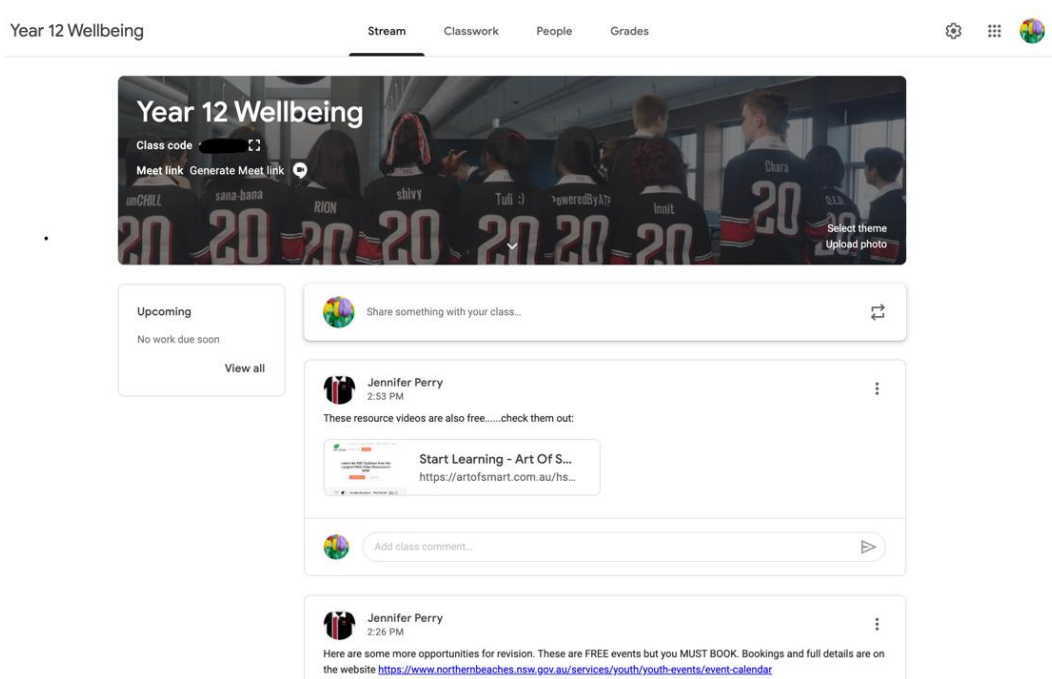
Kristal C

Wellbeing @ CHS

The students and staff at Cammeraygal have seen a lot of change over the past seven weeks. It took some time before we all settled into a new routine and a new mode of learning but I can say with confidence that our school community has faced these challenges head-on, demonstrating our resilience and flexibility.

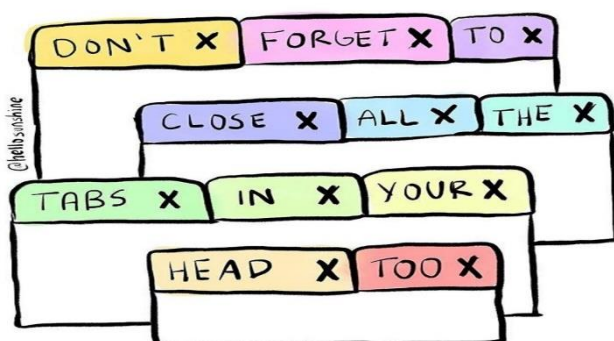
One of our main priorities, aside from delivering engaging content, was our student's wellbeing as they transitioned to remote learning. The Wellbeing Team have taken a proactive approach to ensure students continue to feel connected and supported during this difficult time.

Our fantastic Year Advisers set up and regularly updated Wellbeing Google Classrooms where students could access mental health support resources and links, communicate with the Year Advisers and seek support from our school counsellors.



Screen shot of Year 12 Wellbeing Classroom

Weekly 7-12 Year Meetings were held on Thursdays where students eagerly joined the Adobe Connect and Zoom platforms to get updates from their Year Adviser, ask questions and catch up with their friends. Students also completed surveys which gave us an understanding of how individual students were travelling.



Screen Shot of a year 11 Year Meeting Presentation

We anticipated that some students may find remote learning overwhelming and struggle with the workload or have issues with technology. Our wonderful School Learning Support Officers (SLSOs), led by Mr Burton, have done an amazing job making regular contact with students and parents, joining in on live Zoom lessons and supporting students with their coursework and assessment tasks.

Ms Buchanan (our Remote Learning Wellbeing Coordinator) has been collating and analysing data related to student engagement levels across Year 7 – 12 on a weekly basis to get an accurate understanding of student learning and progress. This valuable data, which was entered by classroom teachers, allowed the Wellbeing Team to intervene and take measures to ensure students were supported in their learning.



Together we have braved Phase 0 and Phase 1. Although there may be more changes to come, rest assured that the Wellbeing Team will continue our proactive approach to ensure our transition back is smooth and all students are supported.

Ms Hakimi

Wellbeing Google Classroom

